DOCUMENT RESUME

ED 324 893 EC 232 627

AUTHOR	Valdes, Kathryn A.; And Others
TITLE	Overview: Statistical Almanac, Volume 1. The National Longitudinal Transition Study of Special Education Students.
INSTITUTION	SRI International, Menlo Park, Calif.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Jul 90
CONTRACT	300-87-0054
NOTE	442p.; For related documents, see EC 232 628-636.
AVAILABLE FROM	SRI International, 333 Ravenswood Ave., Menlo Park, CA 94025-3493 ($28.00).
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	*Disabilities; *Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

ABSTRACT

The National Longitudinal Transition Study of Special Education Students (NLTS) was Congressionally mandated to provide information regarding the transition of youth with disabilities from secondary school to early adulthood. Data were collected for more than 8,000 special education students, ages 13-21. The study design involved a survey of parents/guardians, review of school records, and a survey of school programs. This overview volume of the statistical almanac introduces the purposes of the study and procedures relating to the research methodology. Forty-three tables display data on: individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. Appendices clarify the interpretation of selected variables and provide a table of subgroups referenced by disability categories. Includes two references. (JDD)

ED324893

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 1: Overview

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

EC232627

SRI International

National Longitudinal Transition Study

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 1: Overview

July 1990

Prepared for:

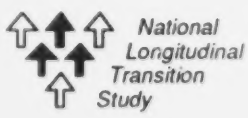
The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

SRI International



CONTENTS

List of Tables v

Introduction 1

- Purposes of the NLTS and the Statistical Almanac Series 1
- Components of the NLTS 3
- The NLTS Sample 4
- Weighting Procedures and the Population to Which Data Generalize 5
- Estimation of Standard Errors 7
- Caveats to Users of the Data 10

References 13

Titles in the N[illegible] Statistical Almanac Series 15

Descriptive Results 17

Appendix A A-1

Appendix B B-1

LIST OF TABLES

Individual and Household Characteristics of Youth With Disabilities

1 Demographic Characteristics of Youth with Disabilities
2 Household Characteristics of Youth with Disabilities
3 Characteristics of Communities In Which Youth With Disabilities Attended School
4 Disability-Related Characteristics of Youth with Disabilities
5 Parent Reports of Self-Care Skills of Youth with Disabilities
6 Parent Reports of Functional Skills of Youth with Disabilities
7 Assistive Devices Used by Youth with Disabilities
8 Expectations of Parents/Guardians for Futures of Youth with Disabilities

Characteristics of Students' Schools and Educational Programs

9 Types and Grade Levels of Schools Attended by Secondary Students with Disabilities
10 Student Enrollment in Schools Attended by Secondary Students with Disabilities
11 Staffing Characteristics of Schools Attended by Secondary Students with Disabilities
12 Policies of Schools Attended by Secondary Students with Disabilities
13 Coordination in Schools Attended by Secondary Students with Disabilities
14 Transition Planning in Secondary Schools Attended by Students with Disabilities
15 Educational Placements of Students with Disabilities in their Most Recent Year in Secondary School
16 Course-taking by Students with Disabilities in their Most Recent Year in Secondary School
17 Vocational Education Participation by Students with Disabilities in their Most Recent Year in Secondary School

Programs Available to Secondary Students with Disabilities

18 Services and Programs Available in Schools Attended by Secondary Students with Disabilities
19 Vocational Education Programs Provided by Schools to Secondary Students with Disabilities
20 Vocational Assessment/Counseling Provided by Schools to Secondary Students with Disabilities
21 Work Adjustment Training Provided by Schools to Secondary Students with Disabilities
22 Work Exploration or Work Experience Provided by Schools to Secondary Students with Disabilities

LIST OF TABLES (concluded)

Programs Available to Secondary Students with Disabilities (concluded)

23 Job Skills Training Provided by Schools to Secondary Students with Disabilities
24 Job Development and Placement Services Provided by Schools to Secondary Students with Disabilities
25 Postemployment Services Provided by Schools to Secondary Students with Disabilities
26 Life Skills Programs Provided by Schools to Secondary Students with Disabilities
27 Services Available in Communities in which Students with Disabilities Attended School

Services Received by Youth with Disabilities

28 Overview of Services Received by Youth with Disabilities
29 Vocational Services Received by Youth with Disabilities
30 Personal Counseling/Therapy Received by Youth with Disabilities
31 Occupational Therapy/Life Skills Training Received by Youth with Disabilities
32 Use of Tutors, Readers, and Interpreters by Youth with Disabilities
33 Speech/Language Therapy Received by Youth with Disabilities
34 Help with Physical Needs Received by Youth with Disabilities
35 Transporation Assistance Received by Youth with Disabilities

Youth Outcomes

36 Secondary School Educational Achievements of Youth with Disabilities
37 Secondary School Completion of Youth with Disabilities
38 Residential Independence of Youth with Disabilities
39 Home-Care Independence of Youth with Disabilities
40 Financial Independence of Youth with Disabilities
41 Social Experiences of Youth with Disabilities
42 Postsecondary Education of Youth with Disabilities
43 Employment Characteristics of Youth with Disabilities

INTRODUCTION

This overview volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). Nine companion volumes provide similar information for youth in specific disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The

---

* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with mental retardation, for example, and how they differed from those of youth with orthopedic impairments or multiple handicaps.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges).
- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).
- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey***. In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts***. Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

- ***Explanatory Substudies***. Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7 through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability

---

* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

---

* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.

- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).

- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.

- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with

disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for youth with learning disabilities and youth with mental retardation is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^2 + SE_2^2} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the

basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

The following formula was used to estimate the standard error of the mean for students in all conditions:

$$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

$$E = M_w^2/(M_w^2 + S_w^2)$$

where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

$$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

$$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard

errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors.*** The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions***. The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Fuirther, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability***. Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature.*** A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises

the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data***. Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

REFERENCES

Javitz, H. and Wagner, M. (1990). *National Longitudinal Transition Study of Special Education Students: Report on Sample Design and Limitations, Wave 1 (1987).* Menlo Park, CA: SRI International.

Moore, M., et al. (1988). *Patterns in Special Education Service Delivery and Cost.* Washington, DC: Decision Resources Corp.

13

TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents tables of data related to:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has three parts. Part A presents data for the appropriate full sample of youth and for youth in each disability category. Youth have been categorized according to the primary disability for which they were classified by their school or district in the 1985-86 school year. Disability categories and their federal definitions follow (state applications of these categories and definitions may vary):

- ***Specific learning disability***. A disorder in one or more of the basic psychological processes involved in understanding or using language (spoken or written), which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including: perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (does not include children with learning problems resulting from visual, hearing, or motor handicaps, nor mental retardation).

- ***Seriously emotionally disturbed***. Exhibition of behavior disorders over a long period of time that adversely affect educational performance, including: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

- ***Speech impaired***. Communication disorders, such as stuttering, impaired articulation, language or voice impairments, that adversely affect educational performance.

- ***Mentally retarded***. Significantly subaverage general intellectual functioning with concurrent deficits in adaptive behavior that were manifested in the developmental period and that adversely affect educational performance.

- ***Visually impaired***. A visual impairment that, even with correction, adversely affects educational performance, including students who are partially sighted or completely blind.

- ***Hard of hearing***. A hearing impairment, permanent or fluctuating, that adversely affects educational performance but that is not included in the deaf category.

- ***Deaf.*** A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

- ***Orthopedically impaired***. A severe orthopedic impairment that adversely affects educational performance, including those caused by congenital anomaly, disease, or other causes.

- ***Other health impaired***. Limited strength, vitality, or alertness due to chronic or acute health problems that adversely affect educational performance (includes autistic students).

- ***Multiply handicapped***. Concomitant impairments, the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments (does not include deaf/blind).

- ***Deaf/blind***. Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind students.

From the data in Part A tables, the reader can compare characteristics or experiences for youth in a particular disability category with those in other categories or for youth with disabilities as a whole.

Part B of each table presents data for youth who differ on the following variables:

- ***Community***. The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender***. Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987***. Youth are categorized by their age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status.*** Using parent and school reports*, youth are categorized as

  - ***In-school.*** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

* See Appendix A for more detailed information on construction of the school status variable.

- ***Out 1 Year or Less***. Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

- ***Out 1 to 2 Years***. Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part C of each table presents data for the following subgroups:

- ***Household income***. Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity***. Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education.*** Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Characteristics of Youth	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage of youth:												
15 or 16 years old	33.1	34.8	36.9	48.7	26.6	29.4	30.9	21.9	25.1	29.2	30.5	9.9
	(1.2)	(2.0)	(2.4)	(3.0)	(1.7)	(2.8)	(3.0)	(2.3)	(2.7)	(3.1)	(3.2)	(4.0)
17 or 18 years old	38.1	40.7	39.0	33.1	33.5	37.1	36.1	29.4	35.3	40.5	27.7	20.5
	(1.3)	(2.1)	(2.5)	(2.9)	(1.8)	(3.0)	(3.1)	(2.5)	(3.0)	(3.4)	(3.1)	(5.5)
19 to 21 years old	26.5	24.0	22.7	17.7	34.2	28.8	28.6	38.9	36.0	27.4	29.2	21.9
	(1.1)	(1.8)	(2.1)	(2.3)	(1.8)	(2.8)	(2.9)	(2.7)	(3.0)	(3.1)	(3.2)	(5.6)
More than 21 years old	2.3	0.6	1.4	0.5	5.7	4.7	4.4	9.8	3.6	3.0	12.6	47.7
	(0.4)	(0.3)	(0.6)	(0.4)	(0.9)	(1.3)	(1.3)	(1.6)	(1.2)	(1.2)	(2.3)	(6.7)
Number of respondents	8408	1191	779	588	1204	875	770	918	764	475	744	100
Average age	17.5	17.3	17.3	16.9	18.1	17.8	17.8	18.5	18.0	17.6	18.3	20.3
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.3)
Number of respondents	8408	1191	779	588	1204	875	770	918	764	475	744	100
Percentage who were male	68.5	73.4	76.4	59.5	58.0	55.6	52.0	54.5	54.2	56.0	65.4	49.5
	(1.2)	(1.9)	(2.1)	(3.0)	(1.9)	(3.1)	(3.2)	(2.7)	(3.1)	(3.4)	(3.3)	(6.8)
Number of respondents	8392	1189	777	585	1201	872	769	917	764	475	744	99
Percentage who were:												
Black, not Hispanic	24.2	21.6	25.1	28.0	31.0	25.9	18.7	24.5	19.0	20.3	19.1	25.0
	(1.2)	(1.9)	(2.4)	(3.0)	(2.0)	(2.9)	(2.7)	(2.5)	(2.6)	(2.9)	(3.0)	(6.4)
White, not Hispanic	65.0	67.2	67.1	54.2	61.0	63.6	63.4	62.7	63.1	54.2	65.6	67.0
	(1.4)	(2.2)	(2.6)	(3.3)	(2.1)	(3.2)	(3.3)	(2.9)	(3.2)	(3.6)	(3.6)	(6.9)
Hispanic	8.1	8.4	6.0	14.2	5.6	8.1	13.6	9.6	15.1	22.5	12.1	5.8
	(0.8)	(1.3)	(1.3)	(2.3)	(1.0)	(1.8)	(2.4)	(1.7)	(2.4)	(3.0)	(2.5)	(3.4)
American Indian/Alaskan Native	1.2	1.2	0.9	0.8	1.4	0.4	0.5	0.4	0.5	1.0	0.2	0.0
	(0.3)	(0.5)	(0.5)	(0.6)	(0.5)	(0.4)	(0.5)	(0.4)	(0.5)	(0.7)	(0.3)	(0.0)
Asian/Pacific Islander	0.7	0.6	0.1	2.4	0.4	1.5	2.2	2.1	1.8	1.5	2.1	1.0
	(0.2)	(0.4)	(0.2)	(1.0)	(0.3)	(0.8)	(1.0)	(0.9)	(0.9)	(0.9)	(1.1)	(1.5)
Other	0.8	1.0	0.7	0.3	0.6	0.5	1.5	0.7	0.5	0.5	0.9	1.2
	(0.3)	(0.5)	(0.5)	(0.4)	(0.3)	(0.5)	(0.8)	(0.5)	(0.5)	(0.5)	(0.7)	(1.6)
Number of respondents	7141	994	644	490	936	755	685	797	681	437	636	86
Percentage who spoke at home:												
English	95.2	97.8	98.2	93.4	92.2	94.6	89.0	59.7	91.8	87.2	65.7	12.8
	(0.6)	(0.7)	(0.8)	(1.7)	(1.2)	(1.5)	(2.2)	(2.9)	(1.9)	(2.4)	(3.6)	(4.9)
Another spoken language	2.3	2.1	1.4	5.2	2.0	3.1	5.4	2.1	6.1	8.8	4.1	0.0
	(0.4)	(0.7)	(0.7)	(1.5)	(0.6)	(1.1)	(1.6)	(0.9)	(1.6)	(2.1)	(1.5)	(0.0)
No spoken language	2.5	0.1	0.5	1.4	5.8	2.3	5.7	38.2	2.2	4.0	30.2	87.2
	(0.5)	(0.2)	(0.4)	(0.8)	(1.0)	(1.0)	(1.6)	(2.9)	(1.0)	(1.4)	(3.5)	(4.9)
Number of respondents	7019	962	632	477	924	748	682	793	659	428	628	86

Source: Parent interviews.

Table 18: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Characteristics of Youth	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage of youth:											
15 or 16 years old	36.2	31.8	32.4	31.9	35.9	100	0.0	0.0	46.9	9.5	5.6
	(2.6)	(2.2)	(2.1)	(1.5)	(2.2)	(0.0)	(0.0)	(0.0)	(1.7)	(1.6)	(1.3)
17 or 18 years old	36.7	39.3	40.8	39.4	35.5	0.0	100	0.0	43.4	34.3	22.1
	(2.6)	(2.4)	(2.3)	(1.5)	(2.1)	(0.0)	(0.0)	(0.0)	(1.7)	(2.6)	(2.3)
19 to 21 years old	24.9	27.3	25.4	26.7	26.0	0.0	0.0	92.1	9.4	52.4	63.9
	(2.3)	(2.1)	(2.0)	(1.4)	(2.0)	(0.0)	(0.0)	(1.1)	(1.0)	(2.7)	(2.6)
More than 21 years old	2.3	1.6	1.4	2.1	2.6	0.0	0.0	7.9	0.2	3.8	8.3
	(0.8)	(0.6)	(0.5)	(0.5)	(0.7)	(0.0)	(0.0)	(1.1)	(0.2)	(1.0)	(1.5)
Number of respondents	2520	2234	1436	5140	3252	2237	2790	3381	4929	1644	1705
Average age	17.4	17.5	17.5	17.5	17.5	15.6	17.5	19.8	16.7	18.6	19.3
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.1)
Number of respondents	2520	2234	1436	5140	3252	2237	2790	3381	4929	1644	1705
Percentage who were male	65.2	70.9	68.6	100	0.0	65.9	70.7	68.6	68.1	69.0	70.0
	(2.5)	(2.2)	(2.1)	(0.0)	(0.0)	(2.4)	(2.0)	(1.8)	(1.6)	(2.5)	(2.5)
Number of respondents	2517	2233	1431	5140	3252	2234	2786	3372	4923	1641	1700
Percentage who were:											
Black, not Hispanic	46.8	10.5	12.3	23.6	25.5	24.6	23.4	24.9	24.4	23.8	23.3
	(2.8)	(1.6)	(1.7)	(1.5)	(2.2)	(2.4)	(2.0)	(1.9)	(1.6)	(2.6)	(2.6)
White, not Hispanic	33.9	83.3	80.6	67.0	60.7	62.6	66.6	65.6	64.1	69.3	64.7
	(2.7)	(2.0)	(2.1)	(1.7)	(2.4)	(2.7)	(2.2)	(2.1)	(1.8)	(2.8)	(3.0)
Hispanic	16.2	3.1	5.4	7.1	10.2	9.2	8.0	7.0	8.8	4.7	8.6
	(2.1)	(0.9)	(1.2)	(0.9)	(1.5)	(1.6)	(1.3)	(1.1)	(1.0)	(1.3)	(1.8)
American Indian/Alaskan Native	1.0	1.3	1.3	1.1	1.2	1.7	0.9	0.8	1.2	1.0	1.3
	(0.6)	(0.6)	(0.6)	(0.4)	(0.5)	(0.7)	(0.4)	(0.4)	(0.4)	(0.6)	(0.7)
Asian/Pacific Islander	0.5	1.0	0.4	0.6	0.9	0.8	0.5	0.8	0.6	0.4	1.2
	(0.4)	(0.5)	(0.3)	(0.3)	(0.5)	(0.5)	(0.3)	(0.4)	(0.3)	(0.4)	(0.7)
Other	1.5	0.8	0.0	0.5	1.5	1.1	0.6	0.9	0.8	0.9	0.9
	(0.7)	(0.5)	(0.1)	(0.3)	(0.6)	(0.6)	(0.4)	(0.4)	(0.3)	(0.6)	(0.6)
Number of respondents	2284	1954	1123	4341	2800	1912	2372	2857	4402	1344	1379
Percentage who spoke at home:											
English	93.9	97.9	96.1	95.7	94.1	96.3	96.2	92.6	95.4	95.9	93.7
	(1.4)	(0.8)	(1.0)	(0.7)	(1.2)	(1.1)	(0.9)	(1.1)	(0.8)	(1.2)	(1.5)
Another spoken language	3.8	0.6	2.2	2.0	3.1	2.1	2.0	2.9	2.4	1.6	2.7
	(1.1)	(0.4)	(0.8)	(0.5)	(0.9)	(0.8)	(0.7)	(0.7)	(0.6)	(0.8)	(1.0)
No spoken language	2.2	1.6	1.7	2.4	2.8	1.7	1.7	4.5	2.2	2.6	3.6
	(0.8)	(0.7)	(0.7)	(0.5)	(0.8)	(0.7)	(0.6)	(0.9)	(0.6)	(1.0)	(1.2)
Number of respondents	2258	1893	1104	4267	2752	1876	2320	2823	4347	1320	1350

Source: Parent interviews.

Table 1C: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	34.3	33.4	31.7	33.5	31.8	37.4	32.8	33.3	35.1
	(2.8)	(2.5)	(2.2)	(2.8)	(1.6)	(5.2)	(2.2)	(2.4)	(2.8)
17 or 18 years old	37.0	38.3	39.4	37.0	39.3	38.0	38.1	37.6	37.4
	(2.8)	(2.6)	(2.3)	(2.9)	(1.7)	(5.3)	(2.3)	(2.4)	(2.8)
19 to 21 years old	26.1	26.1	27.0	26.7	26.7	22.9	26.8	26.8	25.4
	(2.6)	(2.4)	(2.1)	(2.6)	(1.5)	(4.6)	(2.1)	(2.2)	(2.6)
More than 21 years old	2.5	2.2	1.9	2.8	2.2	1.7	2.2	2.3	2.1
	(0.9)	(0.8)	(0.7)	(1.0)	(0.5)	(1.4)	(0.7)	(0.8)	(0.8)
Number of respondents	1584	1931	2656	1694	4493	733	2266	2254	2130
Average age	17.5	17.5	17.5	17.6	17.5	17.3	17.5	17.5	17.5
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	1584	1931	2656	1694	4493	733	2266	2254	2130
Percentage who were male	66.2	71.9	68.4	66.9	70.6	60.3	66.8	71.4	67.3
	(2.8)	(2.4)	(2.2)	(2.8)	(1.6)	(5.3)	(2.2)	(2.3)	(2.8)
Number of respondents	1584	1931	2656	1694	4493	733	2266	2254	2130
Percentage who were:									
Black, not Hispanic	39.6	21.5	10.4	100	0.0	0.0	32.5	21.8	14.0
	(2.9)	(2.2)	(1.5)	(0.0)	(0.0)	(0.0)	(2.2)	(2.1)	(2.0)
White, not Hispanic	47.0	66.8	83.5	0.0	100	0.0	52.2	69.2	79.6
	(2.9)	(2.5)	(1.8)	(0.0)	(0.0)	(0.0)	(2.4)	(2.3)	(2.4)
Hispanic	10.9	9.4	2.7	0.0	0.0	100	13.8	5.1	3.4
	(1.8)	(1.6)	(0.8)	(0.0)	(0.0)	(0.0)	(1.6)	(1.1)	(1.1)
American Indian/Alaskan Native	1.3	1.7	0.6	0.0	0.0	0.0	1.1	1.6	0.6
	(0.7)	(0.7)	(0.4)	(0.0)	(0.0)	(0.0)	(0.5)	(0.6)	(0.4)
Asian/Pacific Islander	0.3	0.4	1.5	0.0	0.0	0.0	0.2	0.6	1.7
	(0.3)	(0.3)	(0.6)	(0.0)	(0.0)	(0.0)	(0.2)	(0.4)	(0.8)
Other	0.9	0.3	1.3	0.0	0.0	0.0	0.2	1.7	0.8
	(0.6)	(0.3)	(0.5)	(0.0)	(0.0)	(0.0)	(0.2)	(0.6)	(0.5)
Number of respondents	1580	1929	2653	1694	4493	733	2262	2252	2127
Percentage who spoke at home:									
English	93.9	95.7	97.3	97.3	97.3	70.9	93.9	97.3	96.2
	(1.4)	(1.1)	(0.8)	(1.0)	(0.6)	(5.0)	(1.1)	(0.8)	(1.1)
Another spoken language	3.9	2.5	0.6	0.2	0.3	25.1	3.9	1.2	1.5
	(1.1)	(0.8)	(0.4)	(0.3)	(0.2)	(4.8)	(0.9)	(0.6)	(0.7)
No spoken language	2.2	1.8	2.0	2.5	2.4	4.0	2.2	1.5	2.4
	(0.9)	(0.7)	(0.7)	(1.0)	(0.5)	(2.2)	(0.7)	(0.6)	(0.9)
Number of respondents	1574	1924	2651	1671	4416	704	2249	2249	2128

Source: Parent interviews

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Characteristics of Households	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in households with:												
A single parent	36.8	34.3	44.3	42.2	38.6	36.8	32.0	38.9	38.5	43.2	36.9	30.8
	(1.4)	(2.3)	(2.9)	(3.4)	(2.2)	(3.3)	(3.2)	(3.0)	(3.4)	(3.7)	(4.0)	(7.2)
Neither natural parent	5.5	5.2	6.0	6.4	6.0	5.2	4.5	7.0	7.2	4.5	7.4	8.3
	(0.7)	(1.1)	(1.4)	(1.8)	(1.1)	(1.5)	(1.5)	(1.6)	(1.8)	(1.6)	(2.3)	(4.3)
Other disabled children	19.1	18.4	19.7	19.0	21.6	17.2	15.6	13.1	12.2	19.7	18.7	7.0
	(1.2)	(1.8)	(2.3)	(2.7)	(1.9)	(2.6)	(2.5)	(2.0)	(2.3)	(2.9)	(3.2)	(4.0)
Disabled head of household	11.0	10.1	12.3	13.0	12.9	12.2	11.9	10.1	7.9	10.4	9.3	9.3
	(0.9)	(1.4)	(1.9)	(2.4)	(1.5)	(2.2)	(2.2)	(1.8)	(1.9)	(2.3)	(2.4)	(4.5)
Number of respondents	6385	894	570	427	813	699	638	746	607	388	527	76
Average number of children in household	2.5	2.5	2.3	2.6	2.6	2.5	2.5	2.4	2.3	2.6	2.4	2.1
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)
Number of respondents	6712	930	603	457	876	719	674	771	643	413	550	76
Percentage with head of household with highest education being:												
Some high school	41.0	37.8	43.7	46.1	49.4	36.6	36.1	33.6	32.5	35.6	32.4	38.5
	(1.5)	(2.3)	(2.9)	(3.5)	(2.3)	(3.3)	(3.3)	(2.9)	(3.3)	(3.6)	(3.9)	(7.6)
High school diploma	36.0	39.1	29.1	28.3	33.1	33.0	36.1	36.9	32.9	28.7	38.4	38.2
	(1.4)	(2.3)	(2.7)	(3.1)	(2.2)	(3.2)	(3.3)	(2.9)	(3.3)	(3.4)	(4.1)	(7.6)
Some college or 2-year degree	14.0	14.5	18.0	13.0	10.2	15.7	14.8	18.7	17.6	19.1	16.4	11.5
	(1.0)	(1.7)	(2.2)	(2.3)	(1.4)	(2.5)	(2.5)	(2.4)	(2.7)	(2.9)	(3.1)	(5.0)
4-year college degree or more	8.9	8.6	9.2	12.7	7.3	14.6	13.0	10.7	17.0	16.6	12.8	11.8
	(0.9)	(1.3)	(1.7)	(2.3)	(1.2)	(2.4)	(2.3)	(1.9)	(2.6)	(2.8)	(2.8)	(5.0)
Number of respondents	6650	927	591	454	865	722	672	760	634	411	538	76

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Characteristics of Households	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in households with:											
A single parent	55.7	26.1	27.2	35.5	39.7	36.0	36.4	38.3	35.4	37.6	42.8
	(2.9)	(2.4)	(2.4)	(1.7)	(2.5)	(2.7)	(2.4)	(2.2)	(1.8)	(3.1)	(3.3)
Neither natural parent	4.7	5.1	6.7	5.3	6.0	5.7	5.2	5.7	5.4	7.0	4.1
	(1.3)	(1.2)	(1.4)	(0.8)	(1.3)	(1.4)	(1.1)	(1.1)	(0.9)	(1.7)	(1.3)
Other disabled children	22.5	18.3	17.1	17.3	23.1	22.1	19.4	15.5	20.3	17.5	15.5
	(2.4)	(2.1)	(2.0)	(1.4)	(2.2)	(2.4)	(1.9)	(1.6)	(1.5)	(2.4)	(2.4)
Disabled head of household	13.3	8.3	10.4	10.7	11.8	9.3	13.4	10.0	10.2	11.5	14.5
	(2.0)	(1.5)	(1.6)	(1.1)	(1.6)	(1.7)	(1.7)	(1.4)	(1.1)	(2.0)	(2.3)
Number of respondents	2108	1796	1035	3890	2495	1720	2121	2544	4042	1203	1134
Average number of children in household	2.6	2.4	2.4	2.4	2.6	2.8	2.4	2.3	2.6	2.4	2.2
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	2185	1814	1073	4070	2642	1826	2232	2654	4247	1250	1215
Percentage with head of household with highest education being:											
Some high school	49.5	30.1	42.3	40.0	43.3	40.2	41.4	41.5	40.3	39.3	46.2
	(2.9)	(2.5)	(2.7)	(1.8)	(2.5)	(2.8)	(2.4)	(2.2)	(1.9)	(3.1)	(3.3)
High school diploma	32.8	37.9	38.2	37.5	32.8	35.8	35.9	36.5	36.2	36.7	34.6
	(2.8)	(2.6)	(2.6)	(1.8)	(2.4)	(2.8)	(2.4)	(2.2)	(1.8)	(3.1)	(3.2)
Some college or 2-year degree	10.9	18.3	13.2	13.4	15.5	16.1	12.9	13.1	14.3	13.3	13.5
	(1.8)	(2.1)	(1.8)	(1.2)	(1.9)	(2.1)	(1.7)	(1.5)	(1.3)	(2.2)	(2.3)
4-year college degree or more	6.8	13.6	6.3	9.2	8.4	7.9	9.8	8.9	9.2	10.8	5.8
	(1.5)	(1.9)	(1.3)	(1.1)	(1.4)	(1.6)	(1.5)	(1.3)	(1.1)	(2.0)	(1.6)
Number of respondents	2154	1803	1062	4028	2622	1805	2213	2632	4206	1239	1205

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	62.2	35.9	12.1	64.4	25.4	43.5	41.4	35.9	30.9
	(2.8)	(2.6)	(1.6)	(3.0)	(1.6)	(5.5)	(2.4)	(2.4)	(2.7)
Neither natural parent	4.1	5.0	6.4	6.7	4.9	1.9	4.4	4.6	6.7
	(1.3)	(1.2)	(1.2)	(1.6)	(0.8)	(1.6)	(1.0)	(1.1)	(1.5)
Other disabled children	22.2	19.9	15.8	18.6	19.1	19.8	24.5	16.2	14.1
	(2.4)	(2.2)	(1.7)	(2.4)	(1.4)	(4.4)	(2.1)	(1.9)	(2.1)
Disabled head of household	18.4	12.0	3.5	13.2	10.4	9.6	18.8	7.8	2.2
	(2.3)	(1.8)	(0.9)	(2.1)	(1.1)	(3.3)	(1.9)	(1.3)	(0.9)
Number of respondents	1388	1800	2620	1443	4091	629	2057	2144	2062
Average number of children in household	2.5	2.6	2.3	2.8	2.3	3.0	2.7	2.3	2.3
	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	1581	1927	2650	1594	4198	705	2260	2250	2124
Percentage with head of household with highest education being:									
Some high school	56.9	45.9	17.3	54.6	33.2	68.3	100	0.0	0.0
	(2.9)	(2.7)	(1.8)	(3.1)	(1.7)	(5.2)	(0.0)	(0.0)	(0.0)
High school diploma	33.9	36.0	38.9	32.2	38.6	22.3	0.0	100	0.0
	(2.8)	(2.6)	(2.3)	(2.9)	(1.8)	(4.6)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	7.9	12.5	22.4	10.3	17.0	5.5	0.0	0.0	61.1
	(1.6)	(1.8)	(2.0)	(1.9)	(1.4)	(2.5)	(0.0)	(0.0)	(2.9)
4-year college degree or more	1.3	5.7	21.4	2.8	11.3	3.8	0.0	0.0	38.9
	(0.7)	(1.3)	(2.0)	(1.0)	(1.2)	(2.1)	(0.0)	(0.0)	(2.9)
Number of respondents	1569	1922	2645	1570	4176	693	2266	2254	2130

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Characteristics of Households	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Percentage in household with 1986 annual income:												
Less than $12,000	34.8	31.1	38.2	37.1	42.1	34.1	27.8	33.5	36.7	42.4	36.8	30.4
	(1.5)	(2.3)	(2.9)	(3.5)	(2.4)	(3.4)	(3.2)	(3.0)	(3.5)	(3.9)	(4.2)	(7.4)
$12,000 to $24,999	33.5	34.3	32.1	33.6	32.5	32.3	36.8	32.6	30.5	26.9	35.9	35.8
	(1.5)	(2.4)	(2.8)	(3.4)	(2.3)	(3.4)	(3.5)	(3.0)	(3.4)	(3.5)	(4.2)	(7.7)
$25,000 to $37,999	16.2	17.6	15.7	13.4	13.6	20.2	18.5	18.4	12.8	14.6	11.6	14.0
	(1.2)	(1.9)	(2.2)	(2.5)	(1.7)	(2.9)	(2.8)	(2.5)	(2.5)	(2.8)	(2.8)	(5.6)
$38,000 to $50,000	9.3	10.4	7.9	7.4	8.1	7.3	10.1	9.0	8.9	7.5	7.4	10.5
	(0.9)	(1.5)	(1.6)	(1.9)	(1.3)	(1.9)	(2.2)	(1.8)	(2.1)	(2.1)	(2.3)	(4.9)
More than $50,000	6.1	6.6	6.1	8.5	3.7	6.1	6.7	6.5	11.0	8.5	8.3	9.3
	(0.7)	(1.2)	(1.5)	(2.0)	(0.9)	(1.7)	(1.8)	(1.6)	(2.3)	(2.2)	(2.4)	(4.6)
Number of respondents	6092	846	552	425	780	639	620	701	585	368	504	72
Percentage in households that received:												
Social Security Disability Income	9.6	7.2	9.5	8.5	15.0	13.0	8.4	12.6	12.5	11.0	16.1	6.2
	(0.9)	(1.2)	(1.7)	(1.9)	(1.6)	(2.3)	(1.9)	(2.0)	(2.2)	(2.3)	(3.0)	(3.8)
Social Security survivors benefits	8.1	6.7	8.2	9.2	11.4	7.5	5.9	8.6	8.1	8.5	7.6	3.4
	(0.8)	(1.2)	(1.6)	(2.0)	(1.4)	(1.8)	(1.6)	(1.7)	(1.9)	(2.1)	(2.2)	(2.8)
Supplemental Security Income	14.4	6.1	11.3	12.1	30.2	36.6	18.7	46.9	40.0	28.2	46.9	65.0
	(1.0)	(1.1)	(1.8)	(2.3)	(2.1)	(3.3)	(2.7)	(3.0)	(3.3)	(3.4)	(4.1)	(7.4)
Medicaid or equivalent	21.6	16.6	23.2	20.6	30.1	31.1	20.1	33.4	35.0	34.7	40.7	52.8
	(1.2)	(1.8)	(2.4)	(2.8)	(2.1)	(3.2)	(2.8)	(2.8)	(3.2)	(3.5)	(4.0)	(7.8)
Aid to Families with Dependent Children	12.5	12.3	11.8	10.0	14.0	10.2	8.6	9.5	10.3	15.5	12.4	7.4
	(1.0)	(1.6)	(1.9)	(2.1)	(1.6)	(2.1)	(1.9)	(1.8)	(2.1)	(2.7)	(2.7)	(4.1)
Public assistance	10.8	11.1	9.9	8.0	11.8	9.8	5.3	4.2	7.4	9.6	9.6	4.3
	(0.9)	(1.5)	(1.7)	(1.9)	(1.5)	(2.0)	(1.6)	(1.2)	(1.8)	(2.2)	(2.4)	(3.2)
Food stamps	23.7	22.5	22.9	23.7	28.3	18.9	18.4	15.3	19.9	20.6	19.8	11.6
	(1.2)	(2.0)	(2.4)	(2.9)	(2.0)	(2.7)	(2.7)	(2.1)	(2.7)	(3.0)	(3.2)	(5.0)
Other benefits	11.4	12.5	10.9	11.9	9.2	8.1	11.0	8.6	9.2	12.0	10.8	8.3
	(0.9)	(1.6)	(1.8)	(2.2)	(1.3)	(1.9)	(2.2)	(1.7)	(2.0)	(2.4)	(2.5)	(4.3)
None of these benefits	50.1	56.4	51.7	56.2	35.5	43.0	54.0	35.4	36.5	41.5	35.0	25.0
	(1.4)	(2.4)	(2.9)	(3.4)	(2.2)	(3.4)	(3.5)	(2.8)	(3.3)	(3.6)	(3.8)	(6.6)
Number of respondents	6631	919	586	449	863	714	669	760	635	408	542	75

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Characteristics of Households	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in household with 1986 annual income:											
Less than $12,000	46.5	19.1	33.6	33.4	37.8	36.0	33.6	35.0	34.2	34.5	37.7
	(3.1)	(2.2)	(2.6)	(1.8)	(2.6)	(2.9)	(2.4)	(2.3)	(1.9)	(3.2)	(3.4)
$12,000 to $24,999	32.3	33.5	36.1	35.0	30.3	33.7	33.5	33.4	33.5	32.1	35.4
	(2.9)	(2.7)	(2.7)	(1.8)	(2.5)	(2.8)	(2.4)	(2.3)	(1.9)	(3.1)	(3.3)
$25,000 to $37,999	13.5	20.6	16.5	16.7	15.2	16.1	17.2	15.2	17.3	13.9	13.9
	(2.1)	(2.3)	(2.1)	(1.4)	(1.9)	(2.2)	(1.9)	(1.7)	(1.5)	(2.3)	(2.4)
$38,000 to $50,000	4.9	14.9	9.5	9.8	8.4	8.8	10.3	8.7	9.5	11.0	6.6
	(1.3)	(2.0)	(1.6)	(1.1)	(1.5)	(1.7)	(1.6)	(1.4)	(1.2)	(2.1)	(1.7)
More than $50,000	2.8	11.8	4.3	5.1	8.3	5.5	5.3	7.8	5.4	8.5	6.3
	(1.0)	(1.8)	(1.1)	(0.8)	(1.5)	(1.4)	(1.2)	(1.3)	(0.9)	(1.9)	(1.7)
Number of respondents	1953	1668	1001	3691	2401	1667	2045	2380	3856	1136	1100
Percentage in households that received:											
Social Security Disability Income	9.3	9.5	9.5	9.5	9.7	6.5	9.6	13.1	7.9	13.5	13.0
	(1.7)	(1.6)	(1.6)	(1.1)	(1.5)	(1.4)	(1.4)	(1.5)	(1.0)	(2.1)	(2.2)
Social Security survivors benefits	9.9	6.6	7.8	8.2	7.8	6.3	8.5	9.6	7.9	8.9	7.9
	(1.7)	(1.3)	(1.4)	(1.0)	(1.3)	(1.4)	(1.3)	(1.3)	(1.0)	(1.8)	(1.8)
Supplemental Security Income	15.3	10.6	12.0	12.2	19.1	8.8	12.7	23.1	13.1	16.7	17.6
	(2.1)	(1.7)	(1.7)	(1.2)	(2.0)	(1.6)	(1.6)	(1.9)	(1.3)	(2.3)	(2.5)
Medicaid or equivalent	30.7	13.7	16.4	19.9	25.4	20.5	19.3	26.0	21.1	21.4	24.3
	(2.7)	(1.8)	(2.0)	(1.4)	(2.2)	(2.3)	(1.9)	(1.9)	(1.5)	(2.6)	(2.8)
Aid to Families with Dependent Children	20.3	7.2	8.8	12.0	13.8	15.2	12.3	9.7	13.4	10.9	10.4
	(2.3)	(1.4)	(1.5)	(1.2)	(1.7)	(2.0)	(1.6)	(1.3)	(1.3)	(1.9)	(2.0)
Public assistance	20.7	5.7	6.5	9.5	13.7	11.7	11.5	8.9	11.0	9.1	11.7
	(2.3)	(1.2)	(1.3)	(1.1)	(1.7)	(1.8)	(1.5)	(1.3)	(1.2)	(1.8)	(2.1)
Food stamps	34.7	13.1	21.7	22.9	25.4	28.3	24.1	17.7	24.6	19.9	23.3
	(2.7)	(1.8)	(2.2)	(1.5)	(2.2)	(2.5)	(2.1)	(1.7)	(1.6)	(2.5)	(2.8)
Other benefits	9.7	9.1	15.1	11.9	10.3	13.1	9.9	11.5	11.4	12.5	10.7
	(1.7)	(1.5)	(1.9)	(1.2)	(1.5)	(1.9)	(1.4)	(1.4)	(1.2)	(2.1)	(2.0)
None of these benefits	41.1	62.3	50.4	51.6	46.7	49.8	53.9	45.3	51.3	47.7	46.9
	(2.8)	(2.6)	(2.7)	(1.8)	(2.5)	(2.8)	(2.4)	(2.2)	(1.8)	(3.1)	(3.2)
Number of respondents	2153	1800	1052	4011	2620	1796	2208	2623	4191	1240	1199

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	56.8	25.1	49.0	48.5	32.5	13.8
	(0.0)	(0.0)	(0.0)	(3.2)	(1.6)	(6.0)	(2.5)	(2.5)	(2.1)
$12,000 to $24,999	0.0	100	0.0	29.7	34.3	40.8	37.8	33.3	26.4
	(0.0)	(0.0)	(0.0)	(3.0)	(1.8)	(5.9)	(2.4)	(2.5)	(2.7)
$25,000 to $37,999	0.0	0.0	51.3	10.1	19.3	7.6	9.0	20.2	23.1
	(0.0)	(0.0)	(2.4)	(2.0)	(1.5)	(3.2)	(1.4)	(2.1)	(2.6)
$38,000 to $50,000	0.0	0.0	29.5	2.1	12.7	1.8	3.0	10.3	19.1
	(0.0)	(0.0)	(2.2)	(0.9)	(1.3)	(1.6)	(0.9)	(1.6)	(2.4)
More than $50,000	0.0	0.0	19.2	1.2	8.5	0.8	1.7	3.8	17.6
	(0.0)	(0.0)	(1.9)	(0.7)	(1.1)	(1.0)	(0.6)	(1.0)	(2.3)
Number of respondents	1584	1931	2577	1436	3850	608	2031	2084	1946
Percentage in households that received:									
Social Security Disability Income	15.0	9.9	3.7	12.1	8.9	8.5	14.0	6.4	6.1
	(2.1)	(1.6)	(0.9)	(2.0)	(1.0)	(3.1)	(1.7)	(1.2)	(1.4)
Social Security survivors benefits	11.2	9.9	3.5	10.7	7.1	6.0	9.1	9.0	4.8
	(1.8)	(1.6)	(0.9)	(1.9)	(0.9)	(2.6)	(1.4)	(1.4)	(1.3)
Supplemental Security Income	22.1	12.9	6.6	21.5	11.8	12.5	18.5	13.5	8.3
	(2.4)	(1.8)	(1.2)	(2.5)	(1.2)	(3.7)	(1.9)	(1.7)	(1.6)
Medicaid or equivalent	43.0	15.0	5.4	33.0	15.9	33.2	29.3	18.1	12.6
	(2.9)	(1.9)	(1.1)	(2.9)	(1.3)	(5.2)	(2.2)	(1.9)	(2.0)
Aid to Families with Dependent Children	30.1	6.9	0.4	23.8	8.8	9.2	18.0	11.0	5.0
	(2.7)	(1.4)	(0.3)	(2.6)	(1.0)	(3.2)	(1.8)	(1.6)	(1.3)
Public assistance	23.4	6.2	1.1	19.3	5.9	23.6	17.9	8.0	2.5
	(2.5)	(1.3)	(0.5)	(2.5)	(0.9)	(4.7)	(1.8)	(1.4)	(0.9)
Food stamps	54.3	13.2	1.2	43.4	15.3	30.9	36.7	19.2	7.0
	(2.9)	(1.8)	(0.5)	(3.1)	(1.3)	(5.1)	(2.3)	(2.0)	(1.5)
Other benefits	12.1	13.8	8.6	11.1	11.9	10.1	12.4	12.4	8.5
	(1.9)	(1.9)	(1.3)	(1.9)	(1.2)	(3.3)	(1.6)	(1.7)	(1.6)
None of these benefits	18.6	52.9	79.3	31.4	57.4	48.4	35.5	52.7	70.8
	(2.3)	(2.7)	(1.9)	(2.8)	(1.8)	(5.5)	(2.3)	(2.5)	(2.7)
Number of respondents	1565	1913	2640	1563	4160	692	2227	2229	2106

Source: Parent interviews.

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH DISABILITIES ATTENDED SECONDARY SCHOOL BY DISABILITY CATEGORIES

Community Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage who attended school in area that was:												
Urban	29.6	28.2	39.5	30.3	25.8	43.7	42.3	41.4	38.5	57.4	36.0	---
	(1.3)	(2.0)	(2.8)	(3.0)	(1.8)	(4.1)	(3.6)	(4.3)	(3.3)	(3.8)	(3.8)	
Suburban	33.6	35.8	34.0	34.8	28.4	33.7	33.6	50.8	35.0	17.6	33.4	---
	(1.3)	(2.1)	(2.7)	(3.1)	(1.9)	(3.9)	(3.4)	(4.3)	(3.2)	(2.9)	(3.7)	
Rural	36.8	36.1	26.5	34.9	45.8	22.5	24.1	7.8	26.5	25.0	30.6	---
	(1.4)	(2.1)	(2.5)	(3.1)	(2.1)	(3.4)	(3.1)	(2.3)	(3.0)	(3.3)	(3.7)	
Number of respondents	6190	1055	618	507	1016	462	627	368	667	394	461	15
Percentage unemployed in county in which youth attended school	7.8	7.7	7.2	8.2	8.1	7.5	7.9	7.2	8.3	7.3	7.9	7.6
	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)	(0.3)	(0.4)
Number of respondents	8408	1191	779	588	1204	875	770	918	764	475	744	100
Average monthly salary for service occupations in county in which youth attended school	1467	1465	1544	1491	1411	1504	1533	1526	1582	1660	1513	1487
	(7.0)	(11.3)	(12.8)	(16.9)	(9.8)	(17.1)	(18.5)	(14.9)	(18.7)	(20.6)	(20.6)	(38.0)
Number of respondents	8408	1191	779	588	1204	875	770	918	764	475	744	100

Source: Bureau of Labor Statistics.

Table 3B: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH DISABILITIES ATTENDED SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

	Community			Gender		Age in 1987			School Status		
Community Characteristics	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage who attended school in area that was:											
Urban	100	0.0	0.0	28.2	32.6	32.2	27.8	29.2	30.3	28.7	27.6
	(0.0)	(0.0)	(0.0)	(1.6)	(2.3)	(2.5)	(2.1)	(2.0)	(1.7)	(2.6)	(2.9)
Suburban	0.0	100	0.0	34.9	31.0	32.1	33.8	35.1	33.3	34.8	33.5
	(0.0)	(0.0)	(0.0)	(1.6)	(2.3)	(2.5)	(2.2)	(2.1)	(1.7)	(2.8)	(3.0)
Rural	0.0	0.0	100	36.9	36.5	35.7	38.4	35.7	36.4	36.5	38.9
	(0.0)	(0.0)	(0.0)	(1.7)	(2.4)	(2.6)	(2.2)	(2.1)	(1.8)	(2.8)	(3.1)
Number of respondents	2520	2234	1436	3808	2373	1764	2144	2282	3802	1273	1056
Percentage unemployed in county in which youth attended school	7.0	6.8	9.4	7.8	7.7	8.1	7.6	7.7	7.8	7.7	7.8
	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)
Number of respondents	3415	2973	2020	5140	3252	2237	2790	3381	4929	1644	1705
Average monthly salary for service occupations in county in which youth attended school	1649	1532	1239	1463	1476	1459	1473	1469	1466	1468	1465
	(10.6)	(10.3)	(6.8)	(8.4)	(12.4)	(13.0)	(11.8)	(10.8)	(9.2)	(14.9)	(15.0)
Number of respondents	3415	2973	2020	5140	3252	2237	2790	3381	4929	1644	1705

Source: Bureau of Labor Statistics.

42

Table 3C: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH DISABILITIES ATTENDED SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

	Household Income			Ethnicity			Head of Household's Education		
Community Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	45.2	30.4	20.5	66.0	16.4	64.3	39.4	29.0	24.6
	(3.2)	(2.7)	(2.0)	(3.1)	(1.4)	(5.6)	(2.5)	(2.4)	(2.7)
Suburban	18.9	32.2	47.1	15.7	42.5	13.2	25.1	35.2	46.6
	(2.5)	(2.7)	(2.5)	(2.4)	(1.8)	(4.0)	(2.2)	(2.6)	(3.2)
Rural	35.9	37.4	32.4	18.3	41.1	22.6	35.6	35.8	28.8
	(3.1)	(2.8)	(2.4)	(2.6)	(1.8)	(4.9)	(2.5)	(2.6)	(2.9)
Number of respondents	1127	1431	2121	1207	3393	586	1671	1704	1644
Percentage unemployed in county in which youth attended school	8.1	7.6	7.2	7.5	7.5	9.0	7.9	7.5	7.3
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.5)	(0.2)	(0.2)	(0.2)
Number of respondents	1584	1931	2656	1694	4493	733	2266	2254	2130
Average monthly salary for service occupations in county in which youth attended school	1472	1460	1495	1562	1426	1655	1466	1455	1541
	(15.7)	(14.8)	(12.9)	(15.9)	(8.9)	(32.0)	(12.6)	(13.4)	(16.9)
Number of respondents	1584	1931	2656	1694	4493	733	2266	2254	2130

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Characteristics of Youth	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage with an additional disability that was:												
Learning disability	3.5	---	11.8	3.4	0.1	2.5	7.6	6.9	7.4	5.5	8.1	4.2
	(0.5)		(1.6)	(1.1)	(0.1)	(1.0)	(1.7)	(1.4)	(1.6)	(1.6)	(1.9)	(2.7)
Emotional disturbance	3.5	2.0	---	1.0	2.4	1.8	2.1	2.9	2.6	3.6	12.4	7.4
	(0.5)	(0.6)		(0.6)	(0.6)	(0.8)	(0.9)	(0.9)	(1.0)	(1.3)	(2.3)	(3.5)
Speech impairment	10.1	5.7	3.4	---	19.0	4.8	30.6	31.6	13.4	7.5	30.2	14.6
	(0.8)	(1.0)	(0.9)		(1.5)	(1.3)	(3.0)	(2.5)	(2.1)	(1.8)	(3.2)	(4.8)
Mental retardation	3.8	1.0	8.1	6.0	---	11.7	6.9	9.7	15.8	9.4	55.0	47.1
	(0.5)	(0.4)	(1.4)	(1.4)		(2.0)	(1.6)	(1.6)	(2.3)	(2.0)	(3.5)	(6.7)
Visual impairment	0.9	0.4	0.4	0.1	1.4	---	1.1	1.7	3.4	0.8	11.3	0.0
	(0.2)	(0.3)	(0.3)	(0.1)	(0.5)		(0.7)	(0.7)	(1.1)	(0.6)	(2.2)	(0.0)
Hard of hearing	0.7	0.4	0.4	1.4	1.3	1.7	---	0.0	1.6	1.2	2.7	0.6
	(0.2)	(0.3)	(0.3)	(0.7)	(0.4)	(0.8)		(0.0)	(0.8)	(0.8)	(1.1)	(1.1)
Deafness	0.2	0.1	0.2	0.0	0.3	0.4	0.2	---	0.0	0.6	2.3	0.0
	(0.1)	(0.1)	(0.2)	(0.0)	(0.2)	(0.4)	(0.3)		(0.0)	(0.5)	(1.0)	(0.0)
Orthopedic impairment	3.2	1.1	1.0	1.1	5.6	6.9	2.8	5.1	---	11.6	36.5	11.0
	(0.5)	(0.4)	(0.5)	(0.6)	(0.9)	(1.6)	(1.1)	(1.2)		(2.2)	(3.4)	(4.2)
Other health impairment	3.3	1.8	2.5	1.6	5.1	4.2	2.1	3.5	4.7	---	21.4	9.2
	(0.5)	(0.6)	(0.8)	(0.8)	(0.8)	(1.2)	(0.9)	(1.0)	(1.3)		(2.9)	(3.9)
Number of respondents	8408	1191	779	588	1204	875	770	918	764	475	744	100
Percentage with parents who said youth began having trouble with disability at:												
Birth	16.5	6.6	8.9	17.1	32.6	68.9	45.2	67.1	57.6	29.3	59.1	88.4
	(1.1)	(1.2)	(1.7)	(2.8)	(2.2)	(3.1)	(3.5)	(2.8)	(3.5)	(3.6)	(3.9)	(4.9)
Under 3 years of age	4.9	3.0	6.0	5.3	7.2	7.5	12.7	19.4	5.9	8.0	12.4	5.2
	(0.7)	(0.8)	(1.4)	(1.6)	(1.2)	(1.8)	(2.4)	(2.4)	(1.7)	(2.1)	(2.6)	(3.4)
3 to 5 years of age	16.4	16.0	16.1	22.8	18.3	6.9	21.7	10.5	7.8	12.2	10.8	2.6
	(1.1)	(1.8)	(2.2)	(3.1)	(1.8)	(1.7)	(2.9)	(1.9)	(1.9)	(2.6)	(2.4)	(2.5)
6 to 12 years of age	54.2	66.7	52.8	46.5	36.4	13.1	18.9	2.7	18.8	36.7	15.6	3.7
	(1.5)	(2.3)	(3.0)	(3.7)	(2.3)	(2.3)	(2.8)	(1.0)	(2.7)	(3.8)	(2.8)	(2.9)
More than 12 years of age	8.0	7.8	16.2	8.3	5.5	3.6	1.5	0.4	9.9	13.7	2.1	0.0
	(0.8)	(1.3)	(2.2)	(2.0)	(1.1)	(1.3)	(0.9)	(0.4)	(2.1)	(2.7)	(1.1)	(0.0)
Number of respondents	6454	852	546	420	832	719	653	768	621	376	588	79

Source: Parent interviews and students' school records.

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Characteristics of Youth	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage with an additional disability that was:											
Learning disability	5.2	3.6	2.6	3.6	3.3	3.5	3.5	3.4	3.4	4.2	3.1
	(1.2)	(0.9)	(0.7)	(0.6)	(0.8)	(0.9)	(0.8)	(0.7)	(0.6)	(1.1)	(0.9)
Emotional disturbance	4.7	3.9	2.0	3.7	3.2	4.5	3.0	3.1	4.2	2.8	1.9
	(1.1)	(0.9)	(0.6)	(0.6)	(0.8)	(1.0)	(0.7)	(0.7)	(0.7)	(0.9)	(0.8)
Speech impairment	8.1	13.9	9.7	8.8	12.9	10.5	9.3	10.9	11.5	9.3	6.5
	(1.5)	(1.7)	(1.4)	(0.9)	(1.5)	(1.5)	(1.2)	(1.2)	(1.1)	(1.6)	(1.4)
Mental retardation	3.4	4.5	3.2	3.7	4.1	3.8	3.2	4.7	4.1	4.5	2.1
	(1.0)	(1.0)	(0.8)	(0.6)	(0.9)	(1.0)	(0.8)	(0.8)	(0.7)	(1.1)	(0.8)
Visual impairment	0.6	1.1	0.9	0.8	1.0	0.8	0.9	1.0	0.9	0.8	1.1
	(0.4)	(0.5)	(0.4)	(0.3)	(0.5)	(0.4)	(0.4)	(0.4)	(0.3)	(0.5)	(0.6)
Hard of hearing	0.6	1.2	0.5	0.8	0.6	0.4	1.0	0.9	0.9	0.8	0.3
	(0.4)	(0.5)	(0.3)	(0.3)	(0.3)	(0.3)	(0.4)	(0.4)	(0.3)	(0.5)	(0.3)
Deafness	0.2	0.1	0.3	0.1	0.4	0.2	0.1	0.3	0.2	0.2	0.1
	(0.2)	(0.1)	(0.3)	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)
Orthopedic impairment	4.3	2.7	2.8	3.0	3.8	3.2	2.3	4.6	3.3	3.7	2.7
	(1.1)	(0.8)	(0.8)	(0.5)	(0.9)	(0.9)	(0.6)	(0.8)	(0.6)	(1.0)	(0.9)
Other health impairment	3.9	2.6	3.5	3.3	3.4	2.4	3.4	4.2	3.7	3.0	2.3
	(1.0)	(0.8)	(0.8)	(0.6)	(0.8)	(0.8)	(0.8)	(0.8)	(0.7)	(0.9)	(0.8)
Number of respondents	2520	2234	1436	5140	3252	2237	2790	3381	4929	1644	1705
Percentage with parents who said youth began having trouble with disability at:											
Birth	13.5	16.0	15.5	14.5	20.7	13.0	14.0	23.8	16.7	15.5	16.5
	(2.1)	(2.1)	(2.0)	(1.3)	(2.2)	(2.0)	(1.8)	(2.0)	(1.5)	(2.4)	(2.5)
Under 3 years of age	3.9	6.0	3.8	4.2	6.4	3.6	4.1	7.4	4.6	7.4	3.6
	(1.2)	(1.3)	(1.1)	(0.8)	(1.3)	(1.1)	(1.0)	(1.2)	(0.8)	(1.7)	(1.3)
3 to 5 years of age	15.2	18.5	16.6	16.4	16.6	16.0	17.6	15.3	17.1	14.2	15.9
	(2.2)	(2.2)	(2.1)	(1.4)	(2.0)	(2.2)	(1.9)	(1.7)	(1.5)	(2.3)	(2.5)
6 to 12 years of age	60.2	52.3	55.5	56.8	48.8	64.7	54.5	41.8	55.9	51.8	49.3
	(3.0)	(2.8)	(2.8)	(1.9)	(2.7)	(2.9)	(2.5)	(2.3)	(2.0)	(3.3)	(3.4)
More than 12 years of age	7.2	7.2	8.6	8.2	7.5	2.7	9.7	11.7	5.8	11.0	14.7
	(1.6)	(1.4)	(1.6)	(1.0)	(1.4)	(1.0)	(1.5)	(1.5)	(0.9)	(2.1)	(2.4)
Number of respondents	2049	1756	993	3916	2538	1708	2160	2586	4034	1207	1210

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	3.7	3.5	4.7	4.2	3.6	4.2	3.2	3.1	6.0
	(1.1)	(1.0)	(1.0)	(1.2)	(0.7)	(2.2)	(0.8)	(0.9)	(1.4)
Emotional disturbance	3.8	3.6	3.3	2.8	3.9	2.9	3.1	3.2	4.9
	(1.1)	(1.0)	(0.8)	(1.0)	(0.7)	(1.8)	(0.8)	(0.9)	(1.3)
Speech impairment	9.4	12.5	10.1	9.6	10.3	11.3	10.9	9.9	10.2
	(1.7)	(1.8)	(1.4)	(1.8)	(1.1)	(3.4)	(1.5)	(1.5)	(1.8)
Mental retardation	3.9	3.8	3.5	3.7	3.8	4.5	3.8	2.7	5.0
	(1.1)	(1.0)	(0.9)	(1.1)	(0.7)	(2.2)	(0.9)	(0.8)	(1.3)
Visual impairment	0.6	0.8	1.4	1.0	1.1	0.4	0.7	0.8	1.3
	(0.4)	(0.5)	(0.6)	(0.6)	(0.4)	(0.7)	(0.4)	(0.5)	(0.7)
Hard of hearing	0.7	1.3	0.6	0.5	0.8	1.6	0.7	0.7	1.1
	(0.5)	(0.6)	(0.4)	(0.4)	(0.3)	(1.4)	(0.4)	(0.4)	(0.6)
Deafness	0.1	0.3	0.3	0.2	0.3	0.1	0.2	0.1	0.4
	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.4)	(0.2)	(0.2)	(0.4)
Orthopedic impairment	3.7	3.3	3.2	2.3	3.9	2.5	2.4	3.9	4.8
	(1.1)	(1.0)	(0.8)	(0.9)	(0.7)	(1.7)	(0.7)	(1.0)	(1.2)
Other health impairment	3.6	4.2	3.8	2.7	4.0	5.0	2.8	3.8	5.9
	(1.1)	(1.1)	(0.9)	(1.0)	(0.7)	(2.4)	(0.8)	(1.0)	(1.4)
Number of respondents	1584	1931	2656	1694	4493	733	2266	2254	2130
Percentage with parents who said youth began having trouble with disability at:									
Birth	15.9	12.9	19.0	12.4	17.8	17.0	14.3	15.3	19.9
	(2.3)	(1.9)	(2.0)	(2.2)	(1.4)	(4.4)	(1.8)	(1.9)	(2.5)
Under 3 years of age	4.6	4.9	4.6	3.9	5.0	5.3	4.5	5.0	5.6
	(1.3)	(1.2)	(1.0)	(1.3)	(0.8)	(2.6)	(1.1)	(1.1)	(1.4)
3 to 5 years of age	13.7	17.7	18.2	12.5	18.1	16.1	13.1	17.2	21.7
	(2.1)	(2.2)	(1.9)	(2.2)	(1.4)	(4.3)	(1.7)	(2.0)	(2.5)
6 to 12 years of age	55.8	57.2	52.6	58.6	52.3	56.1	58.4	54.5	49.4
	(3.1)	(2.8)	(2.5)	(3.2)	(1.9)	(5.8)	(2.5)	(2.6)	(3.1)
More than 12 years of age	10.0	7.4	5.6	12.6	6.8	5.5	9.6	8.0	3.4
	(1.9)	(1.5)	(1.1)	(2.2)	(0.9)	(2.7)	(1.5)	(1.4)	(1.1)
Number of respondents	1440	1778	2482	1505	4088	644	2027	2094	1992

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Characteristics of Youth	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage with parents who said youth began receiving special services for disability at:												
Birth	2.6	0.4	0.7	1.8	6.6	15.5	3.1	11.5	20.4	5.3	13.3	19.0
	(0.5)	(0.3)	(0.5)	(1.0)	(1.2)	(2.5)	(1.2)	(1.9)	(2.8)	(1.8)	(2.7)	(6.1)
Under 3 years of age	3.0	0.8	2.9	2.1	4.7	10.4	17.5	32.5	13.8	8.2	17.1	16.3
	(0.5)	(0.4)	(1.0)	(1.1)	(1.0)	(2.1)	(2.7)	(2.9)	(2.4)	(2.1)	(3.0)	(5.7)
3 to 5 years of age	13.9	8.9	9.2	15.4	24.4	28.2	37.1	37.2	21.1	14.8	31.6	38.0
	(1.1)	(1.4)	(1.8)	(2.6)	(2.0)	(3.1)	(3.4)	(3.0)	(2.8)	(2.8)	(3.7)	(7.5)
6 to 12 years of age	64.5	73.3	61.1	63.1	53.4	36.6	37.5	16.7	28.7	49.6	31.8	24.5
	(1.5)	(2.2)	(3.0)	(3.5)	(2.4)	(3.3)	(3.4)	(2.3)	(3.1)	(3.9)	(3.7)	(6.7)
More than 12 years of age	15.9	16.6	26.2	17.6	10.8	9.3	4.8	2.0	15.9	22.2	6.2	2.2
	(1.1)	(1.8)	(2.7)	(2.8)	(1.5)	(2.0)	(1.5)	(0.9)	(2.5)	(3.3)	(1.9)	(2.3)
Number of respondents	6401	862	547	415	816	711	654	758	615	373	572	78
Percentage with IQ of												
33 or lower	2.8	0.2	0.8	0.7	8.3	2.2	0.3	0.6	1.0	5.8	30.2	12.2
	(0.6)	(0.3)	(0.6)	(0.8)	(1.3)	(1.3)	(0.5)	(0.6)	(0.9)	(3.0)	(4.2)	(8.3)
34 to 50	5.5	0.7	1.3	4.2	17.0	5.8	3.0	2.5	7.6	5.1	20.5	22.4
	(0.8)	(0.5)	(0.8)	(2.0)	(1.8)	(2.1)	(1.7)	(1.2)	(2.3)	(2.8)	(3.7)	(10.6)
51 to 70	17.1	5.6	10.9	17.4	44.6	14.0	10.0	9.0	22.1	13.9	25.6	18.2
	(1.3)	(1.2)	(2.1)	(3.8)	(2.3)	(3.0)	(2.9)	(2.1)	(3.7)	(4.5)	(4.0)	(9.8)
71 to 90	49.5	59.7	48.7	55.4	29.2	34.1	40.8	32.1	49.2	44.9	18.4	34.0
	(1.7)	(2.6)	(3.4)	(4.9)	(2.1)	(4.2)	(4.8)	(3.5)	(4.4)	(6.4)	(3.6)	(12.0)
91 to 110	21.4	28.8	33.7	18.2	0.9	26.9	36.5	38.8	17.1	24.7	3.9	8.9
	(1.4)	(2.4)	(3.2)	(3.8)	(0.4)	(3.9)	(4.7)	(3.6)	(3.3)	(5.6)	(1.8)	(7.2)
Higher than 110	3.7	4.9	4.7	4.1	0.0	17.0	9.3	17.0	2.9	5.6	1.4	4.4
	(0.6)	(1.1)	(1.4)	(2.0)	(0.0)	(3.3)	(2.8)	(2.8)	(1.5)	(3.0)	(1.1)	(5.2)
Number of respondents	4383	748	427	212	803	465	338	468	355	143	396	28
Average IQ	79.3	87.1	86.4	80.8	60.2	86.7	89.1	93.0	77.3	77.9	49.8	63.7
	(0.6)	(0.7)	(1.1)	(1.7)	(0.8)	(2.0)	(1.7)	(1.5)	(1.7)	(2.8)	(2.4)	(6.6)
Number of respondents	4383	748	427	212	803	465	338	468	355	143	396	28

Source: Parent interviews and students' school records

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Characteristics of Youth	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage with parents who said youth began receiving special services for disability at:											
Birth	2.1	2.9	2.2	1.9	4.2	2.0	1.7	4.7	2.5	3.2	2.6
	(0.9)	(0.9)	(0.8)	(0.5)	(1.1)	(0.8)	(0.7)	(1.0)	(0.6)	(1.2)	(1.1)
Under 3 years of age	3.3	2.3	1.3	2.6	3.9	2.8	2.2	4.4	3.0	3.4	2.6
	(1.1)	(0.8)	(0.6)	(0.6)	(1.0)	(1.0)	(0.7)	(1.0)	(0.7)	(1.2)	(1.1)
3 to 5 years of age	11.1	14.8	14.4	12.9	16.1	11.3	13.6	17.5	14.3	13.8	12.5
	(1.9)	(2.0)	(2.0)	(1.3)	(2.0)	(1.9)	(1.7)	(1.8)	(1.4)	(2.3)	(2.3)
6 to 12 years of age	69.4	64.0	65.3	66.0	61.1	74.9	63.6	53.6	68.3	57.2	54.9
	(2.8)	(2.7)	(2.7)	(1.8)	(2.6)	(2.6)	(2.4)	(2.3)	(1.8)	(3.3)	(3.4)
More than 12 years of age	14.1	16.0	16.7	16.5	14.7	9.0	19.0	19.8	11.9	22.4	27.3
	(2.1)	(2.1)	(2.1)	(1.4)	(1.9)	(1.7)	(2.0)	(1.9)	(1.3)	(2.8)	(3.0)
Number of respondents	2039	1737	982	3889	2512	1700	2140	2561	4000	1203	1196
Percentage with IQ of:											
33 or lower	2.8	3.4	1.6	2.6	3.3	1.6	2.3	5.2	2.8	3.5	2.3
	(1.2)	(1.1)	(0.7)	(0.7)	(1.1)	(0.8)	(0.8)	(1.2)	(0.7)	(1.3)	(1.2)
34 to 50	5.7	4.2	5.5	3.9	9.0	4.3	5.2	7.5	5.9	5.8	3.3
	(1.7)	(1.2)	(1.3)	(0.8)	(1.7)	(1.3)	(1.2)	(1.4)	(1.0)	(1.6)	(1.4)
51 to 70	18.5	14.4	19.2	14.2	23.1	15.6	14.7	22.2	16.3	20.0	16.9
	(2.9)	(2.0)	(2.2)	(1.4)	(2.5)	(2.3)	(1.9)	(2.2)	(1.6)	(2.8)	(2.9)
71 to 90	52.6	44.6	52.8	50.1	48.4	49.8	49.6	48.8	48.8	49.1	51.7
	(3.7)	(2.9)	(2.8)	(2.0)	(3.0)	(3.2)	(2.7)	(2.6)	(2.2)	(3.5)	(3.8)
91 to 110	17.5	27.1	18.8	24.9	13.6	23.4	24.2	14.9	21.7	19.5	23.0
	(2.8)	(2.6)	(2.2)	(1.8)	(2.0)	(2.7)	(2.3)	(1.9)	(1.8)	(2.8)	(3.2)
Higher than 110	2.9	6.2	2.0	4.2	2.6	5.3	4.0	1.3	4.5	2.0	2.8
	(1.3)	(1.4)	(0.8)	(0.8)	(1.0)	(1.4)	(1.1)	(0.6)	(0.9)	(1.0)	(1.3)
Number of respondents	1100	1391	935	2741	1631	1187	1561	1635	2735	896	695
Average IQ	78.0	82.2	78.3	81.6	74.4	81.7	80.7	74.2	79.8	77.6	79.5
	(1.4)	(1.2)	(1.0)	(0.8)	(1.2)	(1.2)	(1.0)	(1.0)	(0.9)	(1.3)	(1.4)
Number of respondents	1100	1391	935	2741	1631	1187	1561	1635	2735	896	695

Source: Parent interviews and students' school records

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	2.6	1.4	3.5	1.8	3.0	1.6	2.1	2.5	3.4
	(1.0)	(0.7)	(0.9)	(0.9)	(0.6)	(1.5)	(0.7)	(0.8)	(1.1)
Under 3 years of age	3.4	2.2	3.4	3.4	3.0	2.6	2.0	3.0	4.3
	(1.1)	(0.8)	(0.9)	(1.2)	(0.6)	(1.9)	(0.7)	(0.9)	(1.3)
3 to 5 years of age	10.5	14.0	15.5	10.3	15.0	15.5	10.1	13.8	19.4
	(1.9)	(2.0)	(1.8)	(2.0)	(1.3)	(4.3)	(1.6)	(1.8)	(2.4)
6 to 12 years of age	65.7	66.0	64.7	63.2	64.8	63.9	68.5	63.9	62.1
	(3.0)	(2.7)	(2.4)	(3.2)	(1.8)	(5.6)	(2.4)	(2.5)	(3.0)
More than 12 years of age	17.8	16.4	12.8	21.3	14.1	16.4	17.2	16.8	10.9
	(2.4)	(2.1)	(1.7)	(2.7)	(1.3)	(4.4)	(1.9)	(2.0)	(1.9)
Number of respondents	1423	1771	2480	1485	4059	639	1999	2097	1983
Percentage with IQ of:									
33 or lower	1.9	3.0	3.2	3.2	2.9	2.9	2.9	1.5	4.8
	(1.1)	(1.2)	(1.1)	(1.6)	(0.8)	(2.8)	(1.1)	(0.8)	(1.8)
34 to 50	7.0	5.8	5.0	7.6	5.2	7.6	6.9	5.2	5.9
	(2.1)	(1.7)	(1.4)	(2.3)	(1.0)	(4.5)	(1.6)	(1.5)	(1.9)
51 to 70	22.8	14.8	9.5	24.3	13.0	15.7	19.9	10.6	15.0
	(3.5)	(2.5)	(1.8)	(3.8)	(1.5)	(6.1)	(2.5)	(2.0)	(2.9)
71 to 90	51.5	51.2	44.8	51.7	46.7	63.2	52.6	52.1	39.6
	(4.1)	(3.5)	(3.1)	(4.4)	(2.3)	(8.1)	(3.2)	(3.3)	(4.0)
91 to 110	14.7	21.6	31.2	11.1	27.6	7.1	16.4	25.7	27.3
	(2.9)	(2.9)	(2.9)	(2.8)	(2.0)	(4.3)	(2.4)	(2.9)	(3.6)
Higher than 110	2.1	3.6	6.3	1.9	4.6	3.4	1.4	5.0	7.4
	(1.2)	(1.3)	(1.5)	(1.2)	(1.0)	(3.1)	(0.7)	(1.5)	(2.1)
Number of respondents	709	974	1369	736	2417	225	1083	1130	1043
Average IQ	76.5	79.9	83.8	74.5	82.0	75.1	76.8	83.1	80.7
	(1.5)	(1.4)	(1.3)	(1.6)	(0.9)	(3.0)	(1.2)	(1.2)	(1.9)
Number of respondents	709	974	1369	736	2417	225	1083	1130	1043

Source: Parent interviews and students' school records.

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Reported Self-Care Skills of Youth	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage able to dress themselves completely:												
Very well	90.3	96.6	95.8	94.4	76.9	77.9	94.7	92.8	59.9	78.9	45.6	58.8
	(0.9)	(0.9)	(1.2)	(1.6)	(1.9)	(2.8)	(1.6)	(1.6)	(3.4)	(3.0)	(4.0)	(7.5)
Pretty well	6.6	3.3	3.0	4.6	15.2	16.4	4.9	6.2	18.1	15.1	14.6	28.0
	(0.7)	(0.8)	(1.0)	(1.5)	(1.6)	(2.5)	(1.5)	(1.5)	(2.7)	(2.7)	(2.8)	(6.9)
Not very well	1.4	0.0	0.9	0.2	4.1	2.6	0.3	1.0	6.8	3.0	10.4	6.8
	(0.3)	(0.1)	(0.5)	(0.3)	(0.9)	(1.1)	(0.4)	(0.6)	(1.7)	(1.3)	(2.4)	(3.8)
Not at all well	1.7	0.2	0.3	0.7	3.9	3.0	0.0	0.1	15.3	3.0	29.4	6.4
	(0.4)	(0.2)	(0.3)	(0.6)	(0.9)	(1.1)	(0.0)	(0.1)	(2.5)	(1.3)	(3.6)	(3.7)
Number of respondents	6773	933	608	460	886	734	668	773	641	411	580	79
Percentage able to feed themselves:												
Very well	94.9	98.6	97.8	98.5	88.0	86.6	96.7	95.7	75.1	89.1	59.2	73.3
	(0.6)	(0.6)	(0.8)	(0.8)	(1.5)	(2.3)	(1.2)	(1.2)	(3.0)	(2.3)	(3.9)	(6.8)
Pretty well	3.2	0.9	1.9	0.8	8.1	10.9	2.6	3.8	14.3	6.6	15.4	17.4
	(0.5)	(0.4)	(0.8)	(0.6)	(1.2)	(2.1)	(1.1)	(1.2)	(2.4)	(1.8)	(2.9)	(5.8)
Not very well	1.1	0.3	0.3	0.7	2.3	1.9	0.7	0.3	5.4	3.3	12.4	5.4
	(0.3)	(0.2)	(0.3)	(0.6)	(0.7)	(0.9)	(0.6)	(0.3)	(1.6)	(1.3)	(2.6)	(3.5)
Not at all well	0.8	0.2	0.0	0.0	1.6	0.6	0.0	0.3	5.2	1.1	13.1	3.9
	(0.3)	(0.2)	(0.0)	(0.0)	(0.6)	(0.5)	(0.0)	(0.3)	(1.5)	(0.8)	(2.7)	(3.0)
Number of respondents	6774	933	607	461	888	733	668	772	642	412	579	79
Percentage able to get places outside the home:												
Very well	89.9	98.3	96.8	94.3	73.0	56.6	94.1	87.0	51.4	70.7	37.2	24.7
	(0.9)	(0.6)	(1.0)	(1.6)	(2.0)	(3.3)	(1.7)	(2.0)	(3.5)	(3.4)	(3.9)	(6.6)
Pretty well	3.6	1.0	1.8	3.3	8.9	20.3	4.7	6.9	18.3	8.4	8.0	6.5
	(0.6)	(0.5)	(0.8)	(1.2)	(1.3)	(2.7)	(1.5)	(1.5)	(2.7)	(2.1)	(2.2)	(3.8)
Not very well	2.1	0.6	0.4	0.8	5.2	12.7	0.8	3.1	10.6	4.7	8.8	7.9
	(0.4)	(0.4)	(0.4)	(0.6)	(1.0)	(2.2)	(0.6)	(1.1)	(2.1)	(1.6)	(2.3)	(4.1)
Not at all well	4.4	0.1	1.0	1.6	12.8	10.5	0.3	3.0	19.7	16.3	45.9	61.0
	(0.6)	(0.2)	(0.6)	(0.9)	(1.5)	(2.1)	(0.4)	(1.0)	(2.8)	(2.7)	(4.0)	(7.5)
Number of respondents	6747	933	607	460	884	729	665	770	638	408	575	78
Average self-care skills scale score:*												
Low (3-8)	4.3	0.2	0.7	1.6	11.9	12.0	0.6	1.9	26.6	12.4	49.1	37.5
	(0.6)	(0.2)	(0.5)	(0.9)	(1.5)	(2.2)	(0.5)	(0.8)	(3.1)	(2.5)	(4.0)	(7.5)
Medium (9-11)	9.3	4.3	5.2	6.6	20.6	36.4	7.1	14.7	31.1	22.2	16.4	41.4
	(0.9)	(1.0)	(1.3)	(1.7)	(1.8)	(3.2)	(1.8)	(2.1)	(3.2)	(3.1)	(3.0)	(7.6)
High (12)	86.4	95.5	94.1	91.8	67.4	51.6	92.3	83.4	42.3	65.3	34.5	21.0
	(1.0)	(1.0)	(1.4)	(1.9)	(2.1)	(3.4)	(1.9)	(2.3)	(3.4)	(3.5)	(3.8)	(6.3)
Number of respondents	6731	933	607	460	881	727	665	767	633	406	574	78

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Reported Self-Care Skills of Youth	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage able to dress themselves completely:											
Very well	89.2	92.6	91.3	91.6	87.3	91.4	92.7	85.8	90.4	89.0	90.9
	(1.8)	(1.4)	(1.5)	(1.0)	(1.7)	(1.6)	(1.3)	(1.6)	(1.1)	(2.0)	(1.9)
Pretty well	7.8	5.1	5.8	5.9	8.4	6.1	4.9	9.6	6.3	8.2	6.6
	(1.6)	(1.2)	(1.2)	(0.9)	(1.4)	(1.4)	(1.1)	(1.3)	(0.9)	(1.8)	(1.6)
Not very well	1.3	1.0	1.4	1.0	2.0	0.9	1.1	2.2	1.6	1.2	0.7
	(0.7)	(0.5)	(0.6)	(0.4)	(0.7)	(0.5)	(0.5)	(0.7)	(0.5)	(0.7)	(0.5)
Not at all well	1.7	1.4	1.5	1.5	2.3	1.6	1.3	2.5	1.8	1.5	1.8
	(0.8)	(0.6)	(0.7)	(0.4)	(0.8)	(0.7)	(0.6)	(0.7)	(0.5)	(0.8)	(0.9)
Number of respondents	2203	1825	1083	4110	2663	1835	2250	2688	4267	1266	1240
Percentage able to feed themselves:											
Very well	94.6	94.9	96.0	95.8	93.1	95.8	95.7	92.9	94.6	95.1	96.0
	(1.3)	(1.2)	(1.0)	(0.7)	(1.3)	(1.1)	(1.0)	(1.2)	(0.8)	(1.4)	(1.3)
Pretty well	2.9	3.8	2.5	2.9	4.0	2.6	2.5	4.9	3.3	3.3	2.7
	(1.0)	(1.0)	(0.8)	(0.6)	(1.0)	(0.9)	(0.8)	(1.0)	(0.7)	(1.1)	(1.1)
Not very well	1.6	0.7	0.7	0.7	1.8	0.8	1.2	1.3	1.2	0.8	0.6
	(0.7)	(0.4)	(0.5)	(0.3)	(0.7)	(0.5)	(0.5)	(0.5)	(0.4)	(0.6)	(0.5)
Not at all well	1.0	0.6	0.7	0.6	1.1	0.8	0.7	0.9	0.8	0.8	0.7
	(0.6)	(0.4)	(0.4)	(0.3)	(0.5)	(0.5)	(0.4)	(0.4)	(0.3)	(0.6)	(0.6)
Number of respondents	2204	1824	1084	4114	2660	1833	2251	2690	4267	1265	1242
Percentage able to get places outside the home:											
Very well	89.5	91.7	91.7	92.1	85.2	92.4	92.1	84.2	89.8	87.4	92.9
	(1.8)	(1.5)	(1.5)	(1.0)	(1.8)	(1.5)	(1.3)	(1.6)	(1.1)	(2.1)	(1.7)
Pretty well	3.4	3.2	3.0	3.2	4.5	2.7	2.9	5.5	3.4	5.3	2.6
	(1.1)	(1.0)	(0.9)	(0.6)	(1.1)	(0.9)	(0.8)	(1.0)	(0.7)	(1.4)	(1.0)
Not very well	2.3	1.5	2.0	1.3	3.8	2.0	1.3	3.2	2.2	2.6	0.7
	(0.9)	(0.6)	(0.8)	(0.4)	(1.0)	(0.8)	(0.5)	(0.8)	(0.6)	(1.0)	(0.5)
Not at all well	4.8	3.6	3.3	3.4	6.6	2.9	3.7	7.1	4.5	4.7	3.7
	(1.2)	(1.0)	(1.0)	(0.7)	(1.3)	(1.0)	(0.9)	(1.2)	(0.8)	(1.3)	(1.2)
Number of respondents	2198	1815	1081	4098	2649	1828	2242	2677	4246	1261	1240
Average self-care skills scale score:*											
Low (3-8)	4.3	3.6	3.5	3.6	5.9	3.2	3.6	6.7	4.5	4.3	3.6
	(1.2)	(1.0)	(1.0)	(0.7)	(1.2)	(1.0)	(0.9)	(1.1)	(0.8)	(1.3)	(1.2)
Medium (9-11)	10.8	7.6	8.3	7.5	13.1	8.0	7.1	13.6	9.1	11.4	7.9
	(1.8)	(1.4)	(1.5)	(1.0)	(1.7)	(1.6)	(1.3)	(1.6)	(1.1)	(2.0)	(1.8)
High (12)	84.9	88.7	88.2	88.8	81.0	88.8	89.3	79.7	86.4	84.3	88.5
	(2.1)	(1.7)	(1.7)	(1.1)	(2.0)	(1.8)	(1.5)	(1.8)	(1.3)	(2.3)	(2.1)
Number of respondents	2189	1812	1080	4089	2642	1824	2238	2669	4236	1260	1235

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5C: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	88.2	91.2	91.2	91.1	90.8	86.4	89.9	90.9	90.2
	(1.9)	(1.5)	(1.4)	(1.8)	(1.0)	(3.8)	(1.5)	(1.5)	(1.8)
Pretty well	8.0	5.9	6.3	6.0	6.4	7.5	6.8	6.6	6.6
	(1.6)	(1.3)	(1.2)	(1.5)	(0.9)	(2.9)	(1.2)	(1.3)	(1.5)
Not very well	2.0	0.9	1.0	1.5	1.1	3.2	1.6	1.1	1.2
	(0.8)	(0.5)	(0.5)	(0.7)	(0.4)	(2.0)	(0.6)	(0.5)	(0.6)
Not at all well	1.8	1.9	1.6	1.4	1.8	2.9	1.7	1.5	2.0
	(0.8)	(0.7)	(0.6)	(0.7)	(0.5)	(1.9)	(0.6)	(0.6)	(0.8)
Number of respondents	1560	1906	2617	1605	4248	699	2233	2219	2100
Percentage able to feed themselves:									
Very well	94.7	95.4	95.1	96.2	95.1	90.2	94.6	95.5	95.3
	(1.3)	(1.1)	(1.0)	(1.2)	(0.8)	(3.3)	(1.1)	(1.1)	(1.3)
Pretty well	3.1	2.9	3.1	2.9	3.2	3.0	3.6	2.6	3.0
	(1.0)	(0.9)	(0.8)	(1.0)	(0.6)	(1.9)	(0.9)	(0.8)	(1.0)
Not very well	1.7	1.0	0.7	0.5	0.8	4.8	1.1	1.3	0.6
	(0.8)	(0.5)	(0.4)	(0.4)	(0.3)	(2.4)	(0.5)	(0.6)	(0.5)
Not at all well	0.5	0.8	1.1	0.4	0.8	2.0	0.7	0.6	1.1
	(0.4)	(0.5)	(0.5)	(0.4)	(0.3)	(1.5)	(0.4)	(0.4)	(0.6)
Number of respondents	1560	1907	2618	1604	4246	702	2235	2218	2101
Percentage able to get places outside the home:									
Very well	90.2	91.3	89.4	89.5	90.2	89.3	90.4	90.5	88.3
	(1.8)	(1.5)	(1.5)	(1.9)	(1.1)	(3.4)	(1.4)	(1.5)	(1.9)
Pretty well	3.4	3.6	3.8	4.0	3.4	2.7	4.0	3.0	3.8
	(1.1)	(1.0)	(0.9)	(1.2)	(0.7)	(1.8)	(0.9)	(0.9)	(1.1)
Not very well	2.1	1.5	2.2	2.5	1.7	3.1	1.9	2.4	1.9
	(0.8)	(0.7)	(0.7)	(1.0)	(0.5)	(1.9)	(0.7)	(0.8)	(0.8)
Not at all well	4.4	3.5	4.6	4.0	4.6	4.9	3.6	4.1	6.0
	(1.2)	(1.0)	(1.0)	(1.2)	(0.8)	(2.4)	(0.9)	(1.0)	(1.4)
Number of respondents	1554	1899	2609	1603	4225	698	2230	2208	2088
Average self-care skills scale score:*									
Low (3-8)	4.7	3.8	4.1	3.7	4.3	7.0	4.3	3.7	5.0
	(1.3)	(1.0)	(1.0)	(1.2)	(0.7)	(2.8)	(1.0)	(1.0)	(1.3)
Medium (9-11)	9.6	8.3	9.9	8.6	8.9	10.6	9.2	9.0	10.3
	(1.7)	(1.5)	(1.4)	(1.7)	(1.0)	(3.4)	(1.4)	(1.5)	(1.8)
High (12)	85.7	87.9	86.0	87.7	86.8	82.5	86.5	87.3	84.8
	(2.1)	(1.8)	(1.7)	(2.0)	(1.2)	(4.2)	(1.6)	(1.7)	(2.1)
Number of respondents	1549	1898	2606	1601	4220	690	2219	2207	2087

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Reported Functional Skills of Youth	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage able to look up phone numbers and use the phone:												
Very well	56.6	62.3	65.2	66.1	41.2	33.7	55.5	42.1	53.6	58.7	15.1	5.0
	(1.5)	(2.3)	(2.8)	(3.3)	(2.2)	(3.2)	(3.5)	(3.0)	(3.5)	(3.6)	(2.9)	(3.3)
Pretty well	23.7	27.2	21.0	19.9	18.8	24.0	22.0	14.1	20.5	19.5	10.8	3.6
	(1.3)	(2.1)	(2.4)	(2.8)	(1.8)	(2.9)	(2.9)	(2.1)	(2.8)	(2.9)	(2.5)	(2.8)
Not very well	8.9	6.3	8.4	6.3	14.9	15.4	8.3	14.3	11.7	8.6	16.7	6.8
	(0.8)	(1.2)	(1.6)	(1.7)	(1.6)	(2.4)	(1.9)	(2.1)	(2.2)	(2.1)	(3.0)	(3.9)
Not at all well	10.7	4.2	5.4	7.7	25.1	26.8	14.2	29.5	14.2	13.3	57.3	84.6
	(0.9)	(1.0)	(1.3)	(1.9)	(2.0)	(3.0)	(2.4)	(2.8)	(2.4)	(2.5)	(4.0)	(5.5)
Number of respondents	6708	929	602	455	874	716	670	756	638	416	573	79
Percentage able to tell time on a clock with hands:												
Very well	69.1	76.8	77.9	80.1	46.7	51.0	80.9	84.5	70.5	67.8	24.1	20.6
	(1.4)	(2.0)	(2.4)	(2.8)	(2.3)	(3.4)	(2.7)	(2.2)	(3.2)	(3.5)	(3.4)	(6.3)
Pretty well	16.7	16.9	15.4	10.2	18.4	20.9	12.9	9.4	14.4	14.0	15.7	13.3
	(1.1)	(1.8)	(2.1)	(2.1)	(1.8)	(2.7)	(2.3)	(1.8)	(2.4)	(2.6)	(2.9)	(5.3)
Not very well	7.7	5.3	4.7	5.3	15.5	11.7	4.1	3.2	7.2	8.9	12.0	8.6
	(0.8)	(1.1)	(1.2)	(1.6)	(1.6)	(2.2)	(1.4)	(1.1)	(1.8)	(2.1)	(2.6)	(4.4)
Not at all well	6.4	1.0	2.0	4.3	19.3	16.4	2.2	2.9	8.0	9.3	48.3	57.4
	(0.7)	(0.5)	(0.8)	(1.4)	(1.8)	(2.5)	(1.0)	(1.0)	(1.9)	(2.1)	(4.0)	(7.7)
Number of respondents	6745	932	605	457	882	725	672	770	638	416	572	76
Percentage able to read/understand common signs:												
Very well	75.9	83.8	80.7	78.2	56.7	52.1	81.6	81.2	74.2	73.4	36.1	32.7
	(1.3)	(1.8)	(2.3)	(2.9)	(2.3)	(3.4)	(2.7)	(2.4)	(3.0)	(3.3)	(3.9)	(7.2)
Pretty well	16.0	13.0	14.5	15.6	24.1	17.0	13.8	14.5	16.1	17.5	19.8	5.8
	(1.1)	(1.6)	(2.0)	(2.5)	(2.0)	(2.5)	(2.4)	(2.1)	(2.5)	(2.8)	(3.2)	(3.6)
Not very well	4.7	2.7	4.2	4.3	9.3	11.6	2.5	3.6	5.6	4.6	11.0	12.6
	(0.6)	(0.8)	(1.2)	(1.4)	(1.3)	(2.2)	(1.1)	(1.1)	(1.6)	(1.5)	(2.5)	(5.1)
Not at all well	3.4	0.4	0.7	2.0	9.9	19.3	2.0	0.7	4.1	4.5	33.1	48.9
	(0.5)	(0.3)	(0.5)	(1.0)	(1.4)	(2.7)	(1.0)	(0.5)	(1.4)	(1.5)	(3.8)	(7.6)
Number of respondents	6743	928	610	456	873	719	673	772	643	417	573	79

Source: Parent interviews

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Reported Functional Skills of Youth	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage able to look up phone numbers and use the phone:											
Very well	53.0	56.3	59.6	55.5	59.0	56.8	60.8	51.0	55.4	56.1	62.6
	(2.9)	(2.7)	(2.6)	(1.8)	(2.5)	(2.8)	(2.4)	(2.3)	(1.9)	(3.2)	(3.2)
Pretty well	26.1	26.3	22.9	26.1	18.7	23.9	23.2	24.3	24.2	23.8	21.4
	(2.6)	(2.4)	(2.3)	(1.6)	(2.0)	(2.4)	(2.1)	(1.9)	(1.6)	(2.7)	(2.7)
Not very well	10.2	8.7	8.1	8.3	10.2	8.7	8.4	9.8	8.8	10.6	7.7
	(1.8)	(1.5)	(1.5)	(1.0)	(1.5)	(1.6)	(1.4)	(1.3)	(1.1)	(2.0)	(1.8)
Not at all well	10.7	8.7	9.4	10.1	12.2	10.6	7.6	14.9	11.6	9.5	8.3
	(1.8)	(1.5)	(1.6)	(1.1)	(1.7)	(1.8)	(1.3)	(1.6)	(1.2)	(1.9)	(1.8)
Number of respondents	2181	1817	1070	4058	2650	1822	2222	2664	4239	1246	1223
Percentage able to tell time on a clock with hands:											
Very well	66.9	70.6	70.3	72.2	62.5	66.9	74.3	65.0	67.2	70.9	75.9
	(2.7)	(2.4)	(2.5)	(1.6)	(2.5)	(2.7)	(2.1)	(2.2)	(1.8)	(2.9)	(2.8)
Pretty well	16.5	18.7	16.1	16.7	16.6	19.0	15.2	16.1	18.1	14.4	13.0
	(2.2)	(2.1)	(2.0)	(1.4)	(1.9)	(2.2)	(1.8)	(1.7)	(1.5)	(2.2)	(2.2)
Not very well	8.7	6.5	8.5	6.1	11.2	9.0	5.5	9.2	8.0	7.4	7.0
	(1.6)	(1.3)	(1.5)	(0.9)	(1.6)	(1.6)	(1.1)	(1.3)	(1.0)	(1.7)	(1.7)
Not at all well	7.9	4.3	5.1	5.0	9.7	5.1	5.0	9.8	6.8	7.3	4.1
	(1.6)	(1.1)	(1.2)	(0.8)	(1.5)	(1.3)	(1.1)	(1.3)	(0.9)	(1.7)	(1.3)
Number of respondents	2193	1825	1072	4082	2663	1826	2236	2683	4260	1255	1230
Percentage able to read/understand common signs:											
Very well	73.3	80.3	76.3	75.8	76.0	76.8	76.8	73.7	74.5	78.9	79.1
	(2.6)	(2.1)	(2.3)	(1.6)	(2.2)	(2.4)	(2.1)	(2.0)	(1.6)	(2.6)	(2.7)
Pretty well	16.0	14.4	16.8	17.4	13.1	16.7	16.5	14.5	17.1	13.6	13.6
	(2.1)	(1.9)	(2.0)	(1.4)	(1.7)	(2.1)	(1.8)	(1.6)	(1.4)	(2.2)	(2.3)
Not very well	7.3	3.5	3.4	4.0	6.2	3.2	4.9	6.1	4.8	4.1	4.6
	(1.5)	(1.0)	(1.0)	(0.7)	(1.2)	(1.0)	(1.1)	(1.1)	(0.8)	(1.3)	(1.4)
Not at all well	3.4	1.9	3.5	2.9	4.7	3.3	1.8	5.8	3.6	3.4	2.7
	(1.1)	(0.7)	(1.0)	(0.6)	(1.1)	(1.0)	(0.6)	(1.1)	(0.7)	(1.2)	(1.1)
Number of respondents	2186	1830	1070	4083	2660	1830	2238	2675	4261	1252	1230

Source: Parent interviews.

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	56.1	55.6	57.6	61.8	55.6	54.0	58.2	56.7	54.3
	(2.9)	(2.7)	(2.4)	(3.0)	(1.8)	(5.6)	(2.4)	(2.5)	(2.9)
Pretty well	22.5	26.0	23.8	19.2	25.5	20.9	22.5	26.5	21.8
	(2.5)	(2.4)	(2.0)	(2.4)	(1.6)	(4.6)	(2.0)	(2.2)	(2.4)
Not very well	10.1	8.3	8.2	7.7	8.4	12.4	9.0	7.7	10.8
	(1.8)	(1.5)	(1.3)	(1.7)	(1.0)	(3.7)	(1.4)	(1.3)	(1.8)
Not at all well	11.3	10.1	10.4	11.3	10.4	12.7	10.3	9.2	13.2
	(1.9)	(1.6)	(1.5)	(2.0)	(1.1)	(3.7)	(1.5)	(1.5)	(2.0)
Number of respondents	1564	1904	2624	1590	4214	692	2225	2227	2101
Percentage able to tell time on a clock with hands:									
Very well	67.8	68.8	71.4	74.4	68.6	60.7	68.4	72.4	65.7
	(2.7)	(2.5)	(2.2)	(2.7)	(1.7)	(5.5)	(2.2)	(2.3)	(2.8)
Pretty well	15.2	19.3	15.7	11.5	18.2	17.9	17.0	14.6	19.7
	(2.1)	(2.1)	(1.7)	(2.0)	(1.4)	(4.3)	(1.8)	(1.8)	(2.3)
Not very well	9.6	7.0	6.9	6.4	7.3	13.1	7.9	7.9	7.3
	(1.7)	(1.4)	(1.2)	(1.5)	(0.9)	(3.8)	(1.3)	(1.4)	(1.5)
Not at all well	7.3	4.9	6.1	7.6	5.9	8.2	6.7	5.1	7.3
	(1.5)	(1.2)	(1.1)	(1.6)	(0.8)	(3.1)	(1.2)	(1.1)	(1.5)
Number of respondents	1571	1919	2634	1602	4230	698	2244	2237	2112
Percentage able to read/understand common signs:									
Very well	71.9	75.8	82.0	73.5	78.3	64.5	70.6	79.1	81.2
	(2.6)	(2.3)	(1.8)	(2.7)	(1.5)	(5.4)	(2.2)	(2.1)	(2.3)
Pretty well	17.6	16.1	13.6	15.2	15.2	23.1	18.5	14.9	13.6
	(2.2)	(2.0)	(1.6)	(2.2)	(1.3)	(4.7)	(1.9)	(1.8)	(2.0)
Not very well	6.2	5.2	1.9	6.8	3.4	8.9	6.9	3.4	2.1
	(1.4)	(1.2)	(0.6)	(1.6)	(0.7)	(3.2)	(1.2)	(0.9)	(0.8)
Not at all well	4.3	2.8	2.5	4.5	3.1	3.5	3.9	2.6	3.1
	(1.2)	(0.9)	(0.7)	(1.3)	(0.6)	(2.1)	(0.9)	(0.8)	(1.0)
Number of respondents	1564	1917	2641	1604	4231	691	2235	2241	2114

Source: Parent interviews

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Reported Functional Skills of Youth	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage able to count change:												
Very well	61.4	70.9	68.2	73.9	35.8	57.1	70.2	68.8	56.2	59.4	13.5	17.0
	(1.4)	(2.2)	(2.7)	(3.1)	(2.2)	(3.3)	(3.2)	(2.8)	(3.4)	(3.6)	(2.7)	(5.8)
Pretty well	21.8	21.8	21.5	17.2	23.2	27.9	20.7	20.3	20.2	18.3	13.9	17.1
	(1.2)	(2.0)	(2.4)	(2.6)	(1.9)	(3.0)	(2.8)	(2.4)	(2.8)	(2.9)	(2.8)	(5.8)
Not very well	10.6	5.7	8.0	4.5	24.1	9.3	7.7	7.7	15.0	15.1	23.5	14.6
	(0.9)	(1.1)	(1.6)	(1.5)	(1.9)	(1.9)	(1.8)	(1.6)	(2.5)	(2.6)	(3.4)	(5.5)
Not at all well	6.2	1.6	2.3	4.3	16.9	5.7	1.4	3.1	8.6	7.2	49.1	51.4
	(0.7)	(0.6)	(0.9)	(1.4)	(1.7)	(1.6)	(0.8)	(1.0)	(1.9)	(1.9)	(4.0)	(7.7)
Number of respondents	6749	930	605	455	880	731	670	771	640	418	572	77
Average functional skills scale score:*												
4 to 8	7.5	1.4	3.1	5.1	21.6	20.3	1.7	3.6	8.1	10.5	51.6	64.1
	(0.8)	(0.6)	(1.0)	(1.5)	(1.9)	(2.8)	(0.9)	(1.2)	(1.9)	(2.3)	(4.1)	(7.6)
9 to 12	16.9	12.4	12.9	11.0	29.4	25.6	16.0	19.1	22.1	22.0	26.7	18.3
	(1.1)	(1.6)	(2.0)	(2.2)	(2.1)	(3.0)	(2.6)	(2.4)	(2.9)	(3.1)	(3.6)	(6.1)
13 to 15	35.2	40.2	34.3	29.6	26.5	32.6	39.0	43.3	29.6	19.0	13.3	12.3
	(1.4)	(2.4)	(2.8)	(3.2)	(2.0)	(3.2)	(3.4)	(3.1)	(3.2)	(2.9)	(2.8)	(5.2)
16	40.4	46.0	49.7	54.3	22.5	21.5	43.3	34.0	40.2	48.4	8.3	5.3
	(1.5)	(2.4)	(2.9)	(3.5)	(1.9)	(2.8)	(3.5)	(2.9)	(3.4)	(3.7)	(2.2)	(3.5)
Number of respondents	6585	911	593	452	860	695	659	743	628	411	559	74

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6B: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Reported Functional Skills of Youth	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage able to count change:											
Very well	63.5	61.2	60.1	65.7	52.1	63.3	63.7	56.3	60.1	62.2	66.8
	(2.8)	(2.6)	(2.6)	(1.7)	(2.5)	(2.8)	(2.4)	(2.2)	(1.8)	(3.1)	(3.1)
Pretty well	21.0	22.5	23.3	20.9	23.5	23.1	21.9	20.1	22.3	22.2	19.0
	(2.4)	(2.3)	(2.3)	(1.5)	(2.2)	(2.4)	(2.0)	(1.8)	(1.6)	(2.7)	(2.6)
Not very well	9.9	11.0	10.6	8.5	15.3	8.5	10.7	13.0	11.6	9.4	7.7
	(1.7)	(1.7)	(1.7)	(1.0)	(1.8)	(1.6)	(1.5)	(1.5)	(1.2)	(1.9)	(1.8)
Not at all well	5.7	5.3	6.0	4.8	9.1	5.1	3.7	10.7	6.1	6.3	6.5
	(1.3)	(1.2)	(1.3)	(0.8)	(1.5)	(1.3)	(0.9)	(1.4)	(0.9)	(1.5)	(1.6)
Number of respondents	2195	1825	1071	4085	2664	1828	2241	2680	4261	1252	1236
Average functional skills scale score*											
4 to 8	7.9	5.3	6.4	6.1	10.5	6.5	5.2	11.4	7.9	7.2	5.6
	(1.6)	(1.2)	(1.3)	(0.9)	(1.6)	(1.4)	(1.1)	(1.4)	(1.0)	(1.7)	(1.5)
9 to 12	18.1	16.1	16.7	15.1	20.9	15.7	15.4	20.3	17.1	17.9	15.1
	(2.3)	(2.0)	(2.0)	(1.3)	(2.1)	(2.1)	(1.8)	(1.8)	(1.4)	(2.5)	(2.4)
13 to 15	35.4	38.7	36.7	37.5	30.3	41.3	34.2	29.5	37.0	32.4	30.1
	(2.8)	(2.6)	(2.6)	(1.8)	(2.4)	(2.8)	(2.4)	(2.1)	(1.8)	(3.0)	(3.1)
16	38.5	39.9	40.3	41.4	38.4	36.5	45.1	38.8	37.9	42.6	49.2
	(2.9)	(2.7)	(2.7)	(1.8)	(2.5)	(2.8)	(2.5)	(2.2)	(1.8)	(3.2)	(3.3)
Number of respondents	2140	1794	1050	3974	2611	1797	2184	2604	4165	1217	1203

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	63.2	58.7	61.9	70.4	59.0	52.6	63.7	61.7	57.2
	(2.8)	(2.7)	(2.3)	(2.8)	(1.8)	(5.6)	(2.3)	(2.5)	(2.9)
Pretty well	21.3	24.5	20.8	16.7	23.6	22.8	21.1	21.9	23.1
	(2.4)	(2.3)	(1.9)	(2.3)	(1.5)	(4.7)	(2.0)	(2.1)	(2.5)
Not very well	9.2	12.0	10.8	7.7	11.2	15.3	9.7	10.8	12.3
	(1.7)	(1.8)	(1.5)	(1.6)	(1.1)	(4.0)	(1.4)	(1.6)	(1.9)
Not at all well	6.3	4.8	6.5	5.3	6.2	9.3	5.5	5.6	7.4
	(1.4)	(1.2)	(1.2)	(1.4)	(0.9)	(3.2)	(1.1)	(1.2)	(1.5)
Number of respondents	1569	1921	2640	1606	4227	699	2239	2237	2117
Average functional skills scale score:*									
4 to 8	8.4	6.5	6.4	8.1	7.0	10.0	7.6	5.9	8.8
	(1.6)	(1.3)	(1.2)	(1.7)	(0.9)	(3.4)	(1.3)	(1.2)	(1.7)
9 to 12	18.8	17.0	15.1	14.4	16.7	24.6	18.2	16.3	15.8
	(2.3)	(2.0)	(1.7)	(2.2)	(1.4)	(4.9)	(1.9)	(1.9)	(2.2)
13 to 15	32.4	39.8	36.3	29.7	36.9	34.8	32.8	36.9	38.0
	(2.8)	(2.7)	(2.3)	(2.9)	(1.7)	(5.5)	(2.3)	(2.5)	(2.9)
16	40.4	36.7	42.2	47.9	39.3	30.6	41.5	40.9	37.5
	(2.9)	(2.6)	(2.4)	(3.1)	(1.8)	(5.3)	(2.4)	(2.5)	(2.9)
Number of respondents	1531	1879	2591	1564	4149	664	2173	2198	2067

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Assistive Devices Reported Used	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage who used for hearing assistance a:												
Telecommunications device	0.7	0.0	0.0	0.2	0.0	0.1	16.8	57.4	0.0	0.1	0.6	12.6
	(0.2)	(0.0)	(0.1)	(0.3)	(0.0)	(0.2)	(2.6)	(3.0)	(0.0)	(0.2)	(0.6)	(5.1)
Telephone amplifier	0.6	0.4	0.1	0.2	0.1	0.2	22.3	15.3	0.0	0.4	0.3	0.5
	(0.2)	(0.3)	(0.1)	(0.3)	(0.2)	(0.3)	(2.9)	(2.2)	(0.0)	(0.5)	(0.4)	(1.1)
Hearing aid	2.1	0.3	0.6	2.4	1.2	2.7	72.1	76.5	1.2	1.9	3.0	46.9
	(0.4)	(0.2)	(0.4)	(1.0)	(0.5)	(1.1)	(3.1)	(2.6)	(0.8)	(1.1)	(1.3)	(7.6)
Closed captioned TV	0.7	0.0	0.1	0.3	0.0	0.4	21.0	54.0	0.0	0.1	0.3	9.1
	(0.2)	(0.0)	(0.2)	(0.4)	(0.0)	(0.4)	(2.8)	(3.1)	(0.0)	(0.3)	(0.5)	(4.5)
Other hearing assistance	0.2	0.1	0.0	0.3	0.2	0.0	3.0	5.7	0.0	0.3	0.1	1.7
	(0.1)	(0.2)	(0.1)	(0.4)	(0.2)	(0.0)	(1.2)	(1.4)	(0.0)	(0.4)	(0.2)	(2.0)
Number of respondents	6681	958	622	478	839	714	665	739	605	395	585	76
Percentage who used for mobility assistance:												
A wheelchair	2.2	0.2	0.2	0.4	4.0	5.7	0.5	1.6	45.3	10.8	28.4	3.0
	(0.4)	(0.2)	(0.3)	(0.4)	(0.9)	(1.6)	(0.5)	(0.8)	(3.5)	(2.3)	(3.6)	(2.6)
Crutches, a cane, or a walker	1.3	0.3	0.4	0.4	2.1	4.3	0.1	1.9	25.0	7.0	10.9	0.0
	(0.3)	(0.3)	(0.3)	(0.5)	(0.7)	(1.4)	(0.2)	(0.8)	(3.0)	(1.9)	(2.5)	(0.0)
Modifications to a car	0.3	0.0	0.0	0.0	0.3	1.5	0.1	0.3	10.5	1.9	2.5	0.0
	(0.2)	(0.0)	(0.0)	(0.0)	(0.2)	(0.8)	(0.2)	(0.4)	(2.2)	(1.0)	(1.2)	(0.0)
Prosthetics/orthotics	1.4	0.5	0.7	1.0	1.9	2.4	0.8	0.9	20.4	8.8	14.3	3.3
	(0.4)	(0.3)	(0.5)	(0.7)	(0.6)	(1.0)	(0.7)	(0.6)	(2.8)	(2.1)	(2.8)	(2.7)
Computers to aid mobility	1.0	0.6	0.1	0.2	1.0	1.8	0.8	0.3	13.8	5.2	6.5	0.0
	(0.3)	(0.4)	(0.1)	(0.3)	(0.5)	(0.9)	(0.6)	(0.3)	(2.4)	(1.7)	(2.0)	(0.0)
Other mobility assistance	0.3	0.3	0.0	0.0	0.4	0.2	0.0	0.1	2.6	1.4	2.1	0.0
	(0.2)	(0.3)	(0.0)	(0.0)	(0.3)	(0.3)	(0.0)	(0.2)	(1.1)	(0.9)	(1.1)	(0.0)
Number of respondents	6576	947	611	473	815	701	624	757	616	394	558	79
Percentage who used for visual assistance:												
A seeing eye dog	0.0	0.0	0.0	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Braille or large print readers	0.9	0.2	0.2	0.4	0.9	62.7	0.1	0.2	1.7	0.1	2.4	18.0
	(0.3)	(0.2)	(0.2)	(0.4)	(0.4)	(3.3)	(0.2)	(0.3)	(0.9)	(0.2)	(1.2)	(6.0)
An optican/optical scanner	0.2	0.1	0.0	0.0	0.0	22.9	0.0	0.1	1.3	0.0	0.5	2.8
	(0.1)	(0.2)	(0.0)	(0.0)	(0.0)	(2.9)	(0.0)	(0.2)	(0.8)	(0.0)	(0.6)	(2.6)
Computers to aid vision	0.2	0.0	0.0	0.0	0.2	20.4	0.2	0.2	1.6	0.5	0.8	1.5
	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)	(2.8)	(0.3)	(0.3)	(0.9)	(0.6)	(0.7)	(2.0)
Other vision assistance	0.3	0.1	0.0	0.0	0.4	11.3	0.0	0.1	1.9	0.3	1.2	10.3
	(0.2)	(0.2)	(0.0)	(0.1)	(0.3)	(2.1)	(0.0)	(0.2)	(1.0)	(0.4)	(0.9)	(4.7)
Number of respondents	6600	958	619	477	838	661	634	763	602	393	584	69

Source: Parent interviews

Table 78: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Assistive Devices Reported Used	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage who used for hearing assistance a:											
Telecommunications device	0.5	0.5	0.0	0.5	1.0	0.4	0.6	1.0	0.6	0.8	0.8
	(0.4)	(0.4)	(0.1)	(0.3)	(0.5)	(0.4)	(0.4)	(0.4)	(0.3)	(0.6)	(0.6)
Telephone amplifier	0.4	1.3	0.2	0.5	0.8	0.5	0.7	0.6	0.7	0.5	0.5
	(0.4)	(0.6)	(0.2)	(0.3)	(0.5)	(0.4)	(0.4)	(0.4)	(0.3)	(0.5)	(0.5)
Hearing aid	2.0	2.1	1.2	1.7	2.8	1.6	2.0	2.6	2.2	1.7	2.0
	(0.8)	(0.8)	(0.6)	(0.5)	(0.9)	(0.7)	(0.7)	(0.7)	(0.6)	(0.8)	(0.9)
Closed captioned TV	0.5	0.6	0.1	0.5	1.1	0.5	0.7	1.0	0.6	0.8	0.8
	(0.4)	(0.4)	(0.2)	(0.3)	(0.5)	(0.4)	(0.4)	(0.4)	(0.3)	(0.6)	(0.6)
Other hearing assistance	0.2	0.2	0.3	0.2	0.3	0.3	0.1	0.3	0.2	0.2	0.2
	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)
Number of respondents	2201	1847	1078	4073	2608	1795	2217	2669	4206	1252	1222
Percentage who used for mobility assistance:											
A wheelchair	2.6	2.0	1.9	2.0	2.8	1.8	2.0	3.0	2.3	1.9	2.2
	(0.9)	(0.8)	(0.7)	(0.5)	(0.9)	(0.8)	(0.7)	(0.8)	(0.6)	(0.9)	(1.0)
Crutches, a cane, or a walker	1.8	1.1	0.9	1.0	1.9	1.4	1.2	1.4	1.5	1.1	0.7
	(0.8)	(0.6)	(0.5)	(0.4)	(0.7)	(0.7)	(0.5)	(0.5)	(0.5)	(0.7)	(0.6)
Modifications to a car	0.2	0.5	0.0	0.2	0.3	0.2	0.2	0.5	0.2	0.3	0.4
	(0.3)	(0.4)	(0.1)	(0.2)	(0.3)	(0.3)	(0.2)	(0.3)	(0.2)	(0.4)	(0.4)
Prosthetics/orthotics	1.8	1.1	1.4	1.1	2.1	1.7	1.1	1.6	1.6	1.3	0.8
	(0.8)	(0.6)	(0.6)	(0.4)	(0.7)	(0.8)	(0.5)	(0.6)	(0.5)	(0.7)	(0.6)
Computers to aid mobility	1.9	0.5	0.7	0.9	1.0	1.0	1.0	0.8	1.2	0.4	0.6
	(0.8)	(0.4)	(0.4)	(0.3)	(0.5)	(0.6)	(0.5)	(0.4)	(0.4)	(0.4)	(0.5)
Other mobility assistance	0.3	0.2	0.5	0.2	0.7	0.2	0.5	0.2	0.4	0.1	0.1
	(0.3)	(0.2)	(0.4)	(0.2)	(0.4)	(0.3)	(0.4)	(0.2)	(0.2)	(0.2)	(0.2)
Number of respondents	2151	1799	1055	4007	2569	1758	2188	2630	4128	1238	1210
Percentage who used for visual assistance:											
A seeing eye dog	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)
Braille or large print readers	0.9	0.9	0.4	0.7	1.1	0.8	0.7	1.2	0.8	1.4	0.6
	(0.6)	(0.5)	(0.3)	(0.3)	(0.5)	(0.5)	(0.4)	(0.5)	(0.3)	(0.8)	(0.5)
An opticon/optical scanner	0.2	0.3	0.1	0.1	0.5	0.2	0.2	0.4	0.2	0.5	0.1
	(0.2)	(0.3)	(0.2)	(0.1)	(0.4)	(0.3)	(0.2)	(0.3)	(0.2)	(0.5)	(0.2)
Computers to aid vision	0.3	0.1	0.0	0.2	0.2	0.2	0.2	0.3	0.2	0.4	0.1
	(0.3)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.4)	(0.2)
Other vision assistance	0.1	0.6	0.1	0.2	0.5	0.2	0.2	0.5	0.2	0.5	0.2
	(0.2)	(0.4)	(0.2)	(0.1)	(0.4)	(0.2)	(0.2)	(0.3)	(0.2)	(0.5)	(0.3)
Number of respondents	2171	1835	1073	4025	2575	1769	2184	2647	4144	1242	1211

Source: Parent interviews

Table 7C: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Assistive Devices Reported Used	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:									
Telecommunications device	0.4	0.7	0.9	0.4	0.7	0.8	0.4	0.7	1.2
	(0.4)	(0.5)	(0.4)	(0.4)	(0.3)	(1.0)	(0.3)	(0.4)	(0.6)
Telephone amplifier	0.3	1.1	0.7	0.3	0.8	0.2	0.5	0.4	1.3
	(0.3)	(0.6)	(0.4)	(0.3)	(0.3)	(0.5)	(0.3)	(0.3)	(0.7)
Hearing aid	1.8	2.6	2.1	1.8	2.1	2.1	1.8	1.9	3.0
	(0.8)	(0.9)	(0.7)	(0.8)	(0.5)	(1.6)	(0.6)	(0.7)	(1.0)
Closed captioned TV	0.5	0.7	1.0	0.4	0.8	0.5	0.4	0.7	1.2
	(0.4)	(0.5)	(0.5)	(0.4)	(0.3)	(0.8)	(0.3)	(0.4)	(0.7)
Other hearing assistance	0.1	0.4	0.2	0.1	0.3	0.1	0.3	0.1	0.3
	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)	(0.2)	(0.3)
Number of respondents	1473	1862	2630	1538	4246	674	2147	2186	2088
Percentage who used for mobility assistance:									
A wheelchair	1.6	2.3	2.4	1.5	2.3	3.3	1.9	1.9	3.1
	(0.8)	(0.8)	(0.7)	(0.8)	(0.5)	(2.0)	(0.7)	(0.7)	(1.0)
Crutches, a cane, or a walker	1.5	1.0	1.3	1.3	1.3	1.4	0.8	1.5	1.8
	(0.7)	(0.6)	(0.5)	(0.7)	(0.4)	(1.4)	(0.4)	(0.6)	(0.8)
Modifications to a car	0.1	0.2	0.4	0.1	0.3	0.4	0.2	0.2	0.5
	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.7)	(0.2)	(0.2)	(0.4)
Prosthetics/orthotics	1.6	1.0	1.6	1.3	1.4	2.3	1.3	1.5	1.6
	(0.8)	(0.6)	(0.6)	(0.7)	(0.4)	(1.7)	(0.6)	(0.6)	(0.7)
Computers to aid mobility	1.6	0.7	0.8	0.5	0.8	3.1	0.7	0.9	1.7
	(0.8)	(0.4)	(0.4)	(0.4)	(0.3)	(2.0)	(0.4)	(0.5)	(0.8)
Other mobility assistance	0.5	0.2	0.2	0.1	0.5	0.1	0.5	0.1	0.4
	(0.4)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)	(0.2)	(0.4)
Number of respondents	1456	1823	2576	1524	4168	665	2127	2147	2034
Percentage who used for visual assistance:									
A seeing eye dog	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.1)	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.0)	(0.0)
Braille or large print readers	0.9	0.6	1.1	1.1	0.8	0.3	0.8	0.8	1.2
	(0.6)	(0.4)	(0.5)	(0.7)	(0.3)	(0.7)	(0.4)	(0.4)	(0.7)
An optican/optical scanner	0.2	0.2	0.4	0.4	0.2	0.1	0.2	0.1	0.5
	(0.3)	(0.2)	(0.3)	(0.4)	(0.2)	(0.4)	(0.2)	(0.2)	(0.4)
Computers to aid vision	0.3	0.2	0.2	0.1	0.3	0.3	0.2	0.3	0.2
	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.6)	(0.2)	(0.3)	(0.3)
Other vision assistance	0.1	0.3	0.5	0.5	0.2	0.3	0.2	0.2	0.6
	(0.2)	(0.3)	(0.3)	(0.5)	(0.1)	(0.7)	(0.2)	(0.2)	(0.5)
Number of respondents	1434	1826	2603	1522	4211	650	2110	2153	2052

Source: Parent interviews

Table 8A. EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Parent Expectations	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage with likelihood of graduating from high school:*												
Definitely will	45.8	54.6	33.9	57.4	26.7	57.8	66.5	65.6	47.0	45.1	19.8	6.1
	(1.8)	(2.9)	(3.2)	(4.2)	(2.5)	(4.1)	(4.1)	(3.7)	(4.1)	(4.3)	(3.7)	(4.5)
Probably will	31.1	32.4	38.4	25.5	27.6	24.4	21.6	20.7	25.0	28.8	15.1	1.6
	(1.7)	(2.7)	(3.3)	(3.7)	(2.5)	(3.5)	(3.6)	(3.2)	(3.6)	(3.9)	(3.3)	(2.3)
Probably won't	10.9	8.5	15.8	8.4	15.5	5.0	6.5	5.8	13.3	8.0	12.9	7.2
	(1.1)	(1.6)	(2.5)	(2.3)	(2.0)	(1.8)	(2.1)	(1.8)	(2.8)	(2.3)	(3.1)	(4.9)
Definitely won't	12.2	4.5	12.0	8.7	30.3	12.9	5.4	7.9	14.8	18.1	52.2	85.1
	(1.2)	(1.2)	(2.2)	(2.4)	(2.6)	(2.8)	(2.0)	(2.1)	(2.9)	(3.3)	(4.6)	(6.7)
Number of respondents	4518	573	415	287	569	506	442	482	425	298	468	53
Percentage with likelihood of graduating from 4-year college:												
Definitely will	5.2	5.3	4.2	12.9	2.3	21.3	12.0	13.1	13.4	14.3	0.8	4.3
	(0.7)	(1.1)	(1.2)	(2.5)	(0.7)	(2.8)	(2.4)	(2.1)	(2.5)	(2.8)	(0.7)	(3.1)
Probably will	20.5	23.5	20.3	31.7	10.7	31.9	32.8	35.2	20.1	24.4	7.4	8.0
	(1.3)	(2.1)	(2.5)	(3.5)	(1.5)	(3.2)	(3.5)	(3.0)	(3.0)	(3.4)	(2.2)	(4.2)
Probably won't	29.7	34.5	29.8	26.1	21.0	20.3	25.9	23.2	26.6	21.8	12.0	3.7
	(1.4)	(2.4)	(2.8)	(3.3)	(1.9)	(2.8)	(3.3)	(2.7)	(3.3)	(3.3)	(2.7)	(2.9)
Definitely won't	44.6	36.8	45.7	29.3	66.0	26.5	29.3	28.5	39.9	39.5	79.8	84.0
	(1.5)	(2.4)	(3.0)	(3.4)	(2.3)	(3.1)	(3.4)	(2.9)	(3.6)	(3.9)	(3.4)	(5.6)
Number of respondents	6125	849	544	399	803	674	602	712	570	358	537	77
Percentage with likelihood of graduating from 2-year college:**												
Definitely will	2.2	2.8	1.9	1.8	1.0	4.9	4.2	5.1	1.5	2.2	0.2	0.0
	(0.5)	(0.9)	(0.9)	(1.4)	(0.5)	(2.1)	(2.1)	(1.8)	(1.1)	(1.5)	(0.4)	(0.0)
Probably will	18.2	23.6	17.1	19.2	7.5	17.8	23.3	23.1	24.6	19.7	4.7	0.0
	(1.4)	(2.4)	(2.6)	(4.0)	(1.3)	(3.8)	(4.4)	(3.5)	(4.0)	(4.0)	(1.9)	(0.0)
Probably won't	29.1	33.2	28.8	32.7	21.8	29.9	32.7	31.6	21.8	28.2	11.4	10.7
	(1.6)	(2.7)	(3.1)	(4.7)	(2.1)	(4.5)	(4.9)	(3.8)	(3.8)	(4.5)	(2.8)	(5.0)
Definitely won't	50.5	40.5	52.1	46.3	69.8	47.4	39.8	40.1	52.1	49.9	83.6	89.3
	(1.8)	(2.8)	(3.4)	(5.0)	(2.3)	(4.9)	(5.1)	(4.0)	(4.6)	(5.0)	(3.3)	(5.0)
Number of respondents	4211	638	427	230	714	322	316	366	371	240	495	71

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2 year diploma and had not attended a 4-year college in the past year. See Appendix for percentage

Source: Parent interviews

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Parent Expectations	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage with likelihood of graduating from high school:*											
Definitely will	38.3	53.8	49.4	46.2	45.1	52.0	47.1	25.4	51.9	7.9	5.5
	(3.4)	(3.2)	(3.2)	(2.2)	(3.1)	(3.0)	(2.7)	(3.2)	(2.0)	(3.2)	(2.9)
Probably will	41.9	26.6	27.7	31.6	30.0	33.9	30.6	24.9	30.8	35.1	30.7
	(3.4)	(2.8)	(2.9)	(2.1)	(2.9)	(2.9)	(2.5)	(3.1)	(1.8)	(5.7)	(5.9)
Probably won't	10.5	8.3	11.9	11.7	9.0	8.3	11.2	16.7	8.3	24.9	30.2
	(2.1)	(1.8)	(2.1)	(1.4)	(1.8)	(1.7)	(1.7)	(2.7)	(1.1)	(5.2)	(5.9)
Definitely won't	9.3	11.2	11.0	10.6	15.8	5.8	11.0	33.0	9.0	32.1	33.6
	(2.0)	(2.0)	(2.0)	(1.4)	(2.3)	(1.4)	(1.7)	(3.4)	(1.1)	(5.6)	(6.1)
Number of respondents	1559	1290	760	2758	1760	1645	1842	1031	3920	316	282
Percentage with likelihood of graduating from 4-year college:											
Definitely will	8.7	4.6	2.9	4.6	6.4	5.9	5.1	4.5	5.1	6.5	3.7
	(1.7)	(1.2)	(0.9)	(0.8)	(1.3)	(1.4)	(1.1)	(1.0)	(0.9)	(1.6)	(1.3)
Probably will	29.2	18.9	16.8	18.9	24.3	27.7	19.8	13.7	24.2	13.9	11.1
	(2.8)	(2.2)	(2.1)	(1.5)	(2.3)	(2.7)	(2.1)	(1.6)	(1.7)	(2.3)	(2.2)
Probably won't	23.8	32.1	34.3	31.9	24.9	34.0	28.6	26.5	31.0	25.9	28.2
	(2.6)	(2.6)	(2.6)	(1.8)	(2.3)	(2.9)	(2.3)	(2.1)	(1.8)	(2.9)	(3.1)
Definitely won't	38.2	44.4	46.0	44.6	44.5	32.5	46.5	55.3	39.7	53.7	57.0
	(3.0)	(2.7)	(2.7)	(1.9)	(2.7)	(2.8)	(2.6)	(2.3)	(1.9)	(3.3)	(3.4)
Number of respondents	2001	1751	1014	3715	2410	1634	2038	2453	3878	1154	1093
Percentage with likelihood of graduating from 2-year college:**											
Definitely will	2.7	2.8	1.5	2.0	2.5	2.3	2.4	1.7	2.3	2.4	1.5
	(1.2)	(1.0)	(0.7)	(0.6)	(1.0)	(1.1)	(0.9)	(0.7)	(0.7)	(1.1)	(0.9)
Probably will	22.9	17.1	18.1	18.2	18.2	23.2	18.2	13.7	21.3	13.0	11.6
	(3.1)	(2.3)	(2.3)	(1.6)	(2.4)	(3.1)	(2.2)	(1.8)	(1.9)	(2.5)	(2.4)
Probably won't	23.3	33.5	31.3	31.6	23.0	34.0	26.9	27.2	29.7	26.7	29.3
	(3.1)	(2.9)	(2.8)	(2.0)	(2.6)	(3.5)	(2.6)	(2.3)	(2.1)	(3.3)	(3.5)
Definitely won't	51.0	46.6	49.1	48.2	56.3	40.5	52.5	57.3	46.7	58.0	57.5
	(3.7)	(3.1)	(3.0)	(2.1)	(3.1)	(3.6)	(2.9)	(2.6)	(2.3)	(3.7)	(3.8)
Number of respondents	1216	1221	818	2666	1545	981	1369	1861	2590	814	807

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage

Source: Parent interviews

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school *									
Definitely will	37.8	43.0	57.0	34.8	51.1	33.0	37.3	48.1	57.5
	(3.6)	(3.2)	(2.8)	(3.7)	(2.2)	(6.4)	(2.8)	(3.1)	(3.5)
Probably will	39.2	31.0	23.7	46.0	24.1	46.4	38.3	31.8	18.5
	(3.6)	(3.0)	(2.4)	(3.9)	(1.9)	(6.7)	(2.9)	(2.9)	(2.7)
Probably won't	13.8	13.3	6.3	10.5	11.0	11.4	12.3	9.7	9.9
	(2.6)	(2.2)	(1.4)	(2.4)	(1.4)	(4.3)	(1.9)	(1.8)	(2.1)
Definitely won't	9.2	12.7	13.0	8.7	13.8	9.2	12.1	10.5	14.0
	(2.1)	(2.2)	(1.9)	(2.2)	(1.5)	(3.9)	(1.9)	(1.9)	(2.4)
Number of respondents	1004	1296	1841	1010	2892	470	1467	1489	1475
Percentage with likelihood of graduating from 4-year college:									
Definitely will	6.0	4.2	5.3	6.4	3.6	14.8	4.9	4.3	7.1
	(1.5)	(1.1)	(1.1)	(1.7)	(0.7)	(4.3)	(1.1)	(1.1)	(1.6)
Probably will	23.6	18.7	19.0	31.9	15.4	34.5	23.1	18.9	19.0
	(2.7)	(2.2)	(1.9)	(3.2)	(1.3)	(5.8)	(2.2)	(2.1)	(2.4)
Probably won't	26.1	29.6	35.0	26.3	32.5	14.1	24.8	34.0	32.1
	(2.8)	(2.6)	(2.3)	(3.0)	(1.7)	(4.2)	(2.2)	(2.5)	(2.8)
Definitely won't	44.3	47.5	40.7	35.4	48.6	36.6	47.2	42.8	41.9
	(3.2)	(2.8)	(2.4)	(3.3)	(1.9)	(5.9)	(2.6)	(2.6)	(3.0)
Number of respondents	1322	1717	2564	1358	4001	569	1942	2062	2009
Percentage with likelihood of graduating from 2-year college **									
Definitely will	1.2	2.2	2.8	1.9	2.1	3.9	0.8	2.9	3.2
	(0.8)	(0.9)	(0.9)	(1.1)	(0.6)	(3.1)	(0.5)	(1.0)	(1.2)
Probably will	15.5	18.7	21.1	24.6	16.3	22.2	14.9	19.4	22.1
	(2.7)	(2.4)	(2.2)	(3.6)	(1.5)	(6.6)	(2.1)	(2.3)	(2.9)
Probably won't	26.6	29.4	32.8	27.3	30.2	16.1	27.0	31.1	30.3
	(3.3)	(2.9)	(2.6)	(3.7)	(1.9)	(5.8)	(2.6)	(2.7)	(3.2)
Definitely won't	56.7	49.6	43.3	46.2	51.4	57.8	57.3	46.6	44.5
	(3.7)	(3.1)	(2.7)	(4.1)	(2.0)	(7.8)	(2.9)	(2.9)	(3.5)
Number of respondents	884	1212	1745	803	2968	315	1353	1475	1287

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent Interviews

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Parent Expectations	Total	Primary Disability Category										
		Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage with likelihood of getting a paid job:*												
Definitely will	40.7	54.9	45.1	46.4	20.4	41.5	49.7	40.9	20.1	36.3	6.5	10.4
	(2.5)	(4.7)	(5.8)	(5.7)	(2.7)	(4.8)	(5.4)	(4.3)	(3.3)	(5.1)	(2.6)	(6.0)
Probably will	43.4	43.0	43.2	44.7	44.7	39.8	42.3	49.8	50.3	44.1	29.0	43.3
	(2.5)	(4.7)	(5.8)	(5.6)	(3.4)	(4.8)	(5.4)	(4.4)	(4.1)	(5.2)	(4.7)	(9.7)
Probably won't	6.9	1.3	4.7	2.5	15.3	9.5	5.7	6.1	19.1	8.9	15.8	13.8
	(1.3)	(1.1)	(2.5)	(1.8)	(2.5)	(2.9)	(2.5)	(2.1)	(3.2)	(3.0)	(3.8)	(6.8)
Definitely won't	8.9	0.7	7.1	6.4	19.5	9.3	2.4	3.2	10.5	10.7	48.7	32.5
	(1.4)	(0.8)	(3.0)	(2.8)	(2.7)	(2.8)	(1.7)	(1.6)	(2.5)	(3.3)	(5.2)	(9.2)
Number of respondents	2825	219	143	163	388	358	244	331	388	201	342	48
Percentage with likelihood of living on their own **												
Definitely will	42.8	54.4	47.5	46.8	16.0	33.8	41.3	42.9	18.3	27.8	3.8	7.9
	(1.6)	(2.5)	(3.1)	(3.8)	(1.8)	(3.4)	(3.7)	(3.2)	(2.9)	(3.6)	(1.6)	(4.2)
Probably will	35.6	35.6	36.8	35.7	36.1	37.4	43.7	39.4	34.1	30.5	17.7	10.7
	(1.5)	(2.4)	(3.0)	(3.6)	(2.3)	(3.5)	(3.8)	(3.2)	(3.6)	(3.7)	(3.2)	(4.8)
Probably won't	11.6	7.8	10.8	10.5	20.1	14.1	9.5	10.0	24.0	22.4	20.6	9.5
	(1.0)	(1.4)	(1.9)	(2.3)	(1.9)	(2.5)	(2.2)	(2.0)	(3.2)	(3.3)	(3.4)	(4.5)
Definitely won't	9.9	2.2	4.9	7.0	27.8	14.7	5.5	7.6	23.6	19.3	57.9	71.9
	(1.0)	(0.8)	(1.3)	(1.9)	(2.2)	(2.5)	(1.7)	(1.7)	(3.2)	(3.1)	(4.2)	(7.0)
Number of respondents	5896	797	522	385	778	648	579	678	553	359	522	75

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

	Community			Gender		Age in 1987			School Status		
Parent Expectations	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage with likelihood of getting a paid job:*											
Definitely will	47.3	43.0	35.1	45.6	33.1	48.9	40.7	25.0	43.1	38.7	24.2
	(4.4)	(4.9)	(4.5)	(3.3)	(3.7)	(4.2)	(4.4)	(3.6)	(3.0)	(5.8)	(5.8)
Probably will	42.1	43.8	45.9	41.3	46.8	41.8	46.6	42.2	43.1	41.6	48.4
	(4.4)	(4.9)	(4.7)	(3.3)	(3.9)	(4.1)	(4.5)	(4.1)	(3.0)	(5.8)	(6.7)
Probably won't	4.8	6.0	9.8	6.5	7.6	4.6	5.3	13.6	6.5	5.8	11.3
	(1.9)	(2.4)	(2.8)	(1.6)	(2.1)	(1.7)	(2.0)	(2.8)	(1.5)	(2.8)	(4.3)
Definitely won't	5.8	7.2	9.2	6.6	12.6	4.7	7.4	19.1	7.3	13.9	16.1
	(2.1)	(2.6)	(2.7)	(1.7)	(2.6)	(1.8)	(2.4)	(3.2)	(1.6)	(4.1)	(4.9)
Number of respondents	1112	691	380	1536	1289	1004	837	984	2031	412	382
Percentage with likelihood of living on their own:**											
Definitely will	36.1	50.2	44.1	46.5	34.7	45.8	46.5	34.3	43.9	41.2	38.9
	(3.0)	(2.8)	(2.8)	(1.9)	(2.6)	(3.0)	(2.6)	(2.3)	(2.0)	(3.4)	(3.7)
Probably will	40.9	32.8	35.5	34.9	37.1	37.8	34.8	33.9	35.4	35.0	37.3
	(3.1)	(2.6)	(2.7)	(1.8)	(2.7)	(2.9)	(2.5)	(2.3)	(1.9)	(3.3)	(3.7)
Probably won't	14.1	8.2	11.6	10.6	13.8	10.1	11.1	14.3	11.5	11.3	12.9
	(2.2)	(1.5)	(1.8)	(1.2)	(1.9)	(1.8)	(1.6)	(1.7)	(1.3)	(2.2)	(2.5)
Definitely won't	8.9	8.9	8.8	8.0	14.3	6.3	7.6	17.6	9.2	12.5	11.0
	(1.8)	(1.6)	(1.6)	(1.1)	(1.9)	(1.5)	(1.4)	(1.9)	(1.1)	(2.3)	(2.4)
Number of respondents	1962	1701	956	3596	2300	1640	1991	2265	3877	1087	932

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	32.4	43.1	51.7	42.1	40.1	38.2	31.7	49.0	46.0
	(4.3)	(4.7)	(4.3)	(4.5)	(3.3)	(8.4)	(3.6)	(4.6)	(5.1)
Probably will	54.0	41.3	31.2	45.2	41.1	48.3	51.6	36.7	38.6
	(4.6)	(4.7)	(4.0)	(4.6)	(3.3)	(8.7)	(3.9)	(4.5)	(4.9)
Probably won't	6.2	7.4	8.4	4.9	8.7	6.0	7.9	6.2	6.2
	(2.2)	(2.5)	(2.4)	(2.0)	(1.9)	(4.1)	(2.1)	(2.2)	(2.4)
Definitely won't	7.4	8.1	8.6	7.8	10.1	7.5	8.8	8.1	9.3
	(2.4)	(2.6)	(2.4)	(2.5)	(2.0)	(4.6)	(2.2)	(2.5)	(3.0)
Number of respondents	739	811	994	808	1559	363	1017	910	832
Percentage with likelihood of living on their own:**									
Definitely will	33.4	38.6	57.7	33.1	48.7	18.2	34.8	45.1	52.6
	(3.1)	(2.8)	(2.4)	(3.2)	(1.9)	(4.9)	(2.5)	(2.7)	(3.1)
Probably will	44.4	40.9	24.0	46.1	31.5	40.4	41.2	34.7	28.8
	(3.3)	(2.9)	(2.1)	(3.4)	(1.8)	(6.2)	(2.6)	(2.5)	(2.8)
Probably won't	13.0	12.0	8.3	12.5	10.3	21.0	13.2	11.6	9.0
	(2.2)	(1.9)	(1.4)	(2.3)	(1.2)	(5.2)	(1.8)	(1.7)	(1.8)
Definitely won't	9.1	8.5	10.0	8.4	9.5	20.4	10.8	8.7	9.6
	(1.9)	(1.6)	(1.5)	(1.9)	(1.1)	(5.1)	(1.6)	(1.5)	(1.8)
Number of respondents	1255	1658	2495	1326	3833	547	1833	2003	1952

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

School Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage whose school was a:												
Comprehensive secondary school	88.8	95.2	82.5	93.5	80.4	62.7	87.0	36.1	83.1	88.0	53.4	5.9
	(0.9)	(1.0)	(2.2)	(1.6)	(1.7)	(3.3)	(2.4)	(2.8)	(2.5)	(2.5)	(4.0)	(3.4)
Special school for students with disabilities	8.0	1.6	12.4	4.1	17.2	34.7	9.0	63.2	14.4	10.2	40.8	94.1
	(0.8)	(0.6)	(1.9)	(1.3)	(1.6)	(3.2)	(2.1)	(2.8)	(2.3)	(2.4)	(3.9)	(3.4)
Vocational/technical school	1.6	2.0	0.9	0.8	1.2	0.5	2.8	0.4	0.7	0.8	1.5	0.0
	(0.4)	(0.6)	(0.5)	(0.6)	(0.5)	(0.5)	(1.2)	(0.4)	(0.5)	(0.7)	(1.0)	(0.0)
Other type of school	1.6	1.2	4.3	1.6	1.2	2.1	1.3	0.3	1.8	1.0	4.3	0.0
	(0.4)	(0.5)	(1.2)	(0.8)	(0.5)	(1.0)	(0.8)	(0.3)	(0.9)	(0.8)	(1.6)	(0.0)
Number of respondents	6781	955	588	477	948	761	629	774	595	368	596	90
Percentage whose school served grades:												
K through 8 or 12	9.8	7.8	8.4	3.4	12.9	33.0	11.2	59.0	6.2	9.8	25.4	86.7
	(0.9)	(1.2)	(1.6)	(1.2)	(1.4)	(3.2)	(2.3)	(2.8)	(1.6)	(2.3)	(3.5)	(4.8)
6 through 12	12.7	13.1	9.1	13.9	14.5	8.2	7.4	6.8	7.3	8.9	9.6	3.1
	(1.0)	(1.6)	(1.7)	(2.3)	(1.5)	(1.9)	(1.9)	(1.5)	(1.7)	(2.2)	(2.4)	(2.5)
6 or 7 through 8 or 9	7.3	7.1	8.0	9.4	7.3	4.2	8.0	2.0	8.5	10.9	8.6	0.3
	(0.8)	(1.2)	(1.6)	(1.9)	(1.1)	(1.4)	(2.0)	(0.8)	(1.8)	(2.4)	(2.2)	(0.8)
9 or 10 through 12	66.4	71.4	70.5	71.4	54.6	52.0	73.1	30.9	73.3	67.5	37.6	3.5
	(1.4)	(2.1)	(2.6)	(3.0)	(2.1)	(3.4)	(3.2)	(2.7)	(2.9)	(3.6)	(3.9)	(2.6)
Ungraded students only	3.8	0.7	4.1	2.0	10.8	2.5	0.3	1.4	4.8	2.9	18.8	6.3
	(0.6)	(0.4)	(1.1)	(0.9)	(1.3)	(1.1)	(0.4)	(0.7)	(1.4)	(1.3)	(3.1)	(3.5)
Number of respondents	6781	955	588	477	948	761	629	774	595	368	596	90

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9B: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

School Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage whose school was a:											
Comprehensive secondary school	86.3	90.4	95.9	89.4	87.4	90.8	89.8	84.5	88.0	88.5	93.3
	(2.0)	(1.5)	(0.9)	(1.1)	(1.7)	(1.6)	(1.4)	(1.7)	(1.2)	(1.9)	(1.8)
Special school for students with disabilities	9.1	7.0	2.1	7.2	9.7	5.8	7.0	12.6	8.3	8.5	5.8
	(1.7)	(1.3)	(0.7)	(0.9)	(1.5)	(1.3)	(1.2)	(1.5)	(1.0)	(1.6)	(1.7)
Vocational/technical school	3.2	0.8	0.4	1.5	1.9	1.3	1.9	1.5	1.9	1.1	0.6
	(1.0)	(0.4)	(0.3)	(0.4)	(0.7)	(0.6)	(0.6)	(0.6)	(0.5)	(0.6)	(0.6)
Other type of school	1.4	1.8	1.6	1.9	1.0	2.1	1.3	1.4	1.7	1.8	0.4
	(0.7)	(0.7)	(0.6)	(0.5)	(0.5)	(0.8)	(0.5)	(0.5)	(0.5)	(0.8)	(0.4)
Number of respondents	2171	2045	1308	4141	2626	1901	2395	2485	4316	1448	957
Percentage whose school served grades:											
K through 8 or 12	2.9	7.9	13.8	10.1	9.0	10.9	9.0	9.5	10.6	7.5	9.2
	(1.0)	(1.4)	(1.7)	(1.1)	(1.4)	(1.7)	(1.3)	(1.3)	(1.1)	(1.5)	(2.1)
6 through 12	3.6	8.0	24.5	12.7	12.6	11.8	13.5	12.7	12.1	15.6	12.1
	(1.1)	(1.4)	(2.1)	(1.2)	(1.7)	(1.8)	(1.6)	(1.5)	(1.2)	(2.1)	(2.4)
6 or 7 through 8 or 9	9.1	6.4	7.5	7.4	7.2	17.0	2.7	1.6	9.0	3.5	3.5
	(1.7)	(1.2)	(1.3)	(0.9)	(1.3)	(2.1)	(0.8)	(0.6)	(1.1)	(1.1)	(1.3)
9 or 10 through 12	79.1	74.5	53.1	66.5	66.2	58.4	71.3	69.4	64.2	68.9	73.9
	(2.3)	(2.2)	(2.4)	(1.7)	(2.4)	(2.7)	(2.1)	(2.1)	(1.8)	(2.7)	(3.2)
Ungraded students only	5.2	3.1	1.2	3.2	5.0	1.8	3.4	6.9	4.0	4.6	1.3
	(1.3)	(0.9)	(0.5)	(0.6)	(1.1)	(0.7)	(0.8)	(1.2)	(0.7)	(1.2)	(0.8)
Number of respondents	2171	2045	1308	4141	2626	1901	2395	2485	4316	1448	957

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9C: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	87.3	88.5	88.0	84.0	89.9	80.2	88.1	89.7	85.8
	(2.3)	(1.9)	(1.7)	(2.6)	(1.2)	(4.9)	(1.7)	(1.7)	(2.2)
Special school for students with disabilities	8.1	7.6	9.6	10.5	7.8	10.5	7.6	7.2	11.4
	(1.9)	(1.6)	(1.5)	(2.2)	(1.0)	(3.8)	(1.4)	(1.4)	(2.0)
Vocational/technical school	2.0	2.3	1.4	4.0	1.1	3.2	2.1	1.4	1.4
	(0.9)	(0.9)	(0.6)	(1.4)	(0.4)	(2.1)	(0.8)	(0.7)	(0.8)
Other type of school	2.7	1.6	1.0	1.5	1.2	6.1	2.2	1.7	1.3
	(1.1)	(0.7)	(0.5)	(0.9)	(0.4)	(2.9)	(0.8)	(0.7)	(0.7)
Number of respondents	1212	1582	2279	1276	3766	563	1778	1847	1818
Percentage whose school served grades:									
K through 8 or 12	9.3	10.2	10.4	5.0	11.8	5.0	8.5	11.4	9.5
	(2.0)	(1.8)	(1.6)	(1.5)	(1.2)	(2.7)	(1.5)	(1.8)	(1.9)
6 through 12	10.3	13.1	11.1	7.4	13.5	4.8	13.3	11.6	7.2
	(2.1)	(2.0)	(1.6)	(1.8)	(1.3)	(2.6)	(1.8)	(1.8)	(1.7)
6 or 7 through 8 or 9	10.7	6.3	5.9	9.9	6.2	10.7	10.0	5.4	6.8
	(2.1)	(1.4)	(1.2)	(2.1)	(0.9)	(3.8)	(1.6)	(1.3)	(1.6)
9 or 10 through 12	65.0	67.0	68.4	72.9	64.7	73.0	64.7	67.9	70.8
	(3.2)	(2.8)	(2.4)	(3.1)	(1.8)	(5.4)	(2.6)	(2.6)	(2.9)
Ungraded students only	4.7	3.4	4.2	4.8	3.7	6.5	3.5	3.7	5.7
	(1.4)	(1.1)	(1.0)	(1.5)	(0.7)	(3.0)	(1.0)	(1.0)	(1.5)
Number of respondents	1212	1582	2279	1276	3766	563	1778	1847	1818

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Student Enrollment	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average enrollment of:												
All students	939	1004	936	1059	755	914	1145	622	1199	1321	608	242
	(19.4)	(30.8)	(38.0)	(46.3)	(25.2)	(61.1)	(56.2)	(39.0)	(54.8)	(72.2)	(52.4)	(39.2)
Secondary special education students	92	92	99	95	85	95	102	124	113	115	102	107
	(2.3)	(3.5)	(4.5)	(4.9)	(3.7)	(4.5)	(5.4)	(4.6)	(4.9)	(8.3)	(7.4)	(8.4)
Number of respondents	6508	904	559	452	911	737	602	760	577	345	576	85
Average secondary school enrollment of students categorized as:												
Learning disabled	49	57	48	55	33	35	51	23	50	64	32	5
	(1.4)	(2.4)	(2.9)	(3.3)	(1.6)	(3.2)	(3.9)	(2.4)	(2.5)	(5.9)	(3.9)	(3.5)
Emotionally disturbed	11	12	21	11	7	6	9	6	10	12	12	1
	(0.5)	(0.9)	(1.6)	(1.0)	(0.5)	(0.7)	(1.0)	(0.7)	(0.9)	(1.7)	(1.8)	(0.7)
Speech impaired	1	1	1	3	1	1	1	0	2	2	2	0
	(0.2)	(0.2)	(0.3)	(0.8)	(0.3)	(0.4)	(0.3)	(0.2)	(0.5)	(0.6)	(0.7)	(0.0)
Mentally retarded	7	3	8	6	17	6	3	3	6	5	12	1
	(0.8)	(0.5)	(1.5)	(1.0)	(2.0)	(1.2)	(0.8)	(0.6)	(1.2)	(1.4)	(3.7)	(0.5)
Deaf/hard of hearing	2	2	2	2	1	10	17	75	2	4	3	56
	(0.3)	(0.2)	(0.5)	(0.3)	(0.1)	(2.1)	(2.8)	(4.0)	(0.4)	(1.2)	(1.3)	(9.5)
Visually impaired	1	1	1	1	1	16	1	3	1	1	2	28
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(1.9)	(0.2)	(0.5)	(0.2)	(0.3)	(0.6)	(6.1)
Orthopedically impaired	2	2	2	2	1	2	2	2	16	7	4	1
	(0.2)	(0.3)	(0.3)	(0.3)	(0.1)	(0.6)	(0.4)	(0.3)	(2.6)	(1.7)	(1.3)	(0.5)
Other health impaired	1	1	1	1	0	1	1	1	4	3	2	0
	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.3)	(0.3)	(0.2)	(1.0)	(1.0)	(0.8)	(0.1)
Multiply impaired, deaf/blind	2	1	2	3	2	6	3	6	6	4	14	15
	(0.3)	(0.3)	(0.5)	(1.1)	(0.4)	(0.8)	(0.9)	(0.8)	(1.4)	(1.1)	(2.6)	(3.5)
Number of respondents	6457	900	554	443	904	732	591	760	566	342	575	85
Percentage in schools with minority student enrollment of:												
10% or less	43.8	46.7	37.6	33.7	44.6	33.8	35.9	27.1	28.7	25.5	31.7	9.9
	(1.5)	(2.3)	(2.8)	(3.2)	(2.2)	(3.3)	(3.5)	(2.6)	(3.0)	(3.5)	(3.8)	(4.2)
11% to 25%	16.4	16.0	22.5	22.0	14.4	14.3	14.6	16.2	16.9	11.2	17.9	4.5
	(1.1)	(1.7)	(2.4)	(2.8)	(1.5)	(2.4)	(2.6)	(2.1)	(2.5)	(2.5)	(3.1)	(2.9)
26% to 50%	16.0	15.6	17.5	12.9	13.7	33.8	23.2	42.3	24.0	19.6	26.1	73.8
	(1.1)	(1.7)	(2.2)	(2.3)	(1.5)	(3.3)	(3.1)	(2.9)	(2.9)	(3.2)	(3.6)	(6.3)
More than 50%	23.8	21.7	22.5	31.4	27.3	18.0	26.3	14.4	30.4	43.7	24.3	11.9
	(1.3)	(1.9)	(2.4)	(3.1)	(1.9)	(2.7)	(3.2)	(2.0)	(3.1)	(4.0)	(3.5)	(4.6)
Number of respondents	6561	925	574	460	921	706	606	768	579	350	582	90

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Student Enrollment	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average enrollment of:											
All students	1266	1049	641	916	991	934	953	925	920	964	984
	(43.4)	(34.1)	(18.4)	(23.0)	(35.9)	(36.3)	(30.3)	(32.7)	(24.7)	(39.8)	(48.0)
Secondary special education students	142	93	51	90	95	88	92	97	92	93	86
	(5.8)	(2.7)	(1.8)	(2.6)	(4.5)	(4.2)	(3.5)	(4.1)	(2.9)	(5.0)	(4.6)
Number of respondents	2060	1943	1262	3964	2530	1813	2295	2400	4137	1386	929
Average secondary school enrollment of students categorized as:											
Learning disabled	72	53	30	50	48	49	51	46	50	48	47
	(4.2)	(1.9)	(1.2)	(1.8)	(2.5)	(2.8)	(2.4)	(2.1)	(2.0)	(2.5)	(2.7)
Emotionally disturbed	17	12	5	11	11	11	12	10	12	11	9
	(1.3)	(0.9)	(0.3)	(0.7)	(0.9)	(1.1)	(0.9)	(0.8)	(0.7)	(1.0)	(1.1)
Speech impaired	3	1	1	1	2	2	1	1	1	1	1
	(0.6)	(0.2)	(0.2)	(0.2)	(0.4)	(0.4)	(0.2)	(0.3)	(0.2)	(0.4)	(0.4)
Mentally retarded	11	7	4	7	9	6	7	10	8	7	7
	(2.1)	(1.3)	(0.5)	(0.8)	(1.7)	(1.1)	(1.1)	(1.7)	(1.0)	(1.5)	(1.4)
Deaf/hard of hearing	3	2	1	2	3	2	2	3	2	2	3
	(0.6)	(0.2)	(0.1)	(0.4)	(0.7)	(0.6)	(0.5)	(0.7)	(0.4)	(0.8)	(1.0)
Visually impaired	2	1	0	1	1	1	1	1	1	1	1
	(0.2)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)
Orthopedically impaired	4	2	1	2	3	2	2	2	2	2	2
	(0.7)	(0.2)	(0.1)	(0.2)	(0.4)	(0.4)	(0.3)	(0.4)	(0.3)	(0.4)	(0.6)
Other health impaired	1	1	0	1	1	1	1	1	1	1	1
	(0.3)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)
Multiply impaired, deaf/blind	3	1	1	2	2	1	2	3	2	2	2
	(0.8)	(0.3)	(0.2)	(0.3)	(0.5)	(0.5)	(0.3)	(0.5)	(0.4)	(0.4)	(0.5)
Number of respondents	2025	1929	1261	3939	2504	1794	2280	2383	4106	1372	923
Percentage in schools with minority student enrollment of:											
10% or less	11.6	49.3	64.5	45.2	40.7	43.5	44.2	43.6	43.5	42.4	48.8
	(1.9)	(2.5)	(2.3)	(1.8)	(2.5)	(2.8)	(2.4)	(2.3)	(1.9)	(2.9)	(3.7)
11% to 25%	9.2	25.1	13.4	16.6	16.1	15.2	16.8	17.6	15.1	19.7	18.6
	(1.7)	(2.2)	(1.7)	(1.3)	(1.9)	(2.0)	(1.8)	(1.8)	(1.3)	(2.3)	(2.9)
26% to 50%	22.5	19.1	6.2	16.1	15.7	16.9	16.1	14.6	16.6	13.9	15.6
	(2.4)	(2.0)	(1.2)	(1.3)	(1.9)	(2.1)	(1.7)	(1.6)	(1.4)	(2.0)	(2.7)
More than 50%	56.7	6.5	15.9	22.0	27.5	24.4	23.0	24.2	24.8	24.0	16.9
	(2.9)	(1.3)	(1.8)	(1.5)	(2.3)	(2.4)	(2.0)	(2.0)	(1.6)	(2.5)	(2.8)
Number of respondents	2099	1989	1262	4017	2532	1845	2307	2409	4179	1397	927

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	923	935	985	1052	877	1339	929	931	1046
	(46.2)	(39.6)	(36.7)	(50.0)	(24.4)	(108)	(34.8)	(38.1)	(49.2)
Secondary special education students	100	95	86	119	81	141	97	89	98
	(6.0)	(5.5)	(3.3)	(7.4)	(2.4)	(13.7)	(4.5)	(4.4)	(5.7)
Number of respondents	1164	1512	2171	1212	3610	540	1713	1760	1731
Average secondary school enrollment of students categorized as:									
Learning disabled	52	53	47	59	45	77	51	50	51
	(3.9)	(3.4)	(2.2)	(4.4)	(1.6)	(10.0)	(3.0)	(2.9)	(3.1)
Emotionally disturbed	12	10	12	14	10	16	11	10	14
	(1.5)	(0.9)	(1.1)	(1.7)	(0.7)	(2.2)	(1.1)	(0.9)	(1.4)
Speech impaired	1	1	1	1	1	3	1	1	2
	(0.4)	(0.3)	(0.2)	(0.4)	(0.2)	(1.2)	(0.3)	(0.3)	(0.4)
Mentally retarded	7	7	7	10	6	10	8	6	6
	(1.5)	(1.7)	(1.2)	(1.9)	(0.8)	(6.9)	(1.8)	(1.2)	(1.5)
Deaf/hard of hearing	3	3	2	3	2	4	2	2	3
	(0.9)	(0.8)	(0.6)	(1.1)	(0.4)	(1.9)	(0.6)	(0.7)	(0.9)
Visually impaired	1	1	1	1	1	2	1	1	1
	(0.3)	(0.2)	(0.2)	(0.3)	(0.2)	(0.8)	(0.3)	(0.2)	(0.3)
Orthopedically impaired	2	2	2	2	2	4	2	2	2
	(0.6)	(0.5)	(0.3)	(0.7)	(0.2)	(1.8)	(0.4)	(0.5)	(0.5)
Other health impaired	1	1	1	1	1	2	1	1	1
	(0.2)	(0.2)	(0.2)	(0.3)	(0.1)	(1.1)	(0.2)	(0.2)	(0.3)
Multiply impaired, deaf/blind	2	2	2	3	1	5	2	1	3
	(0.7)	(0.6)	(0.4)	(1.0)	(0.3)	(1.5)	(0.6)	(0.3)	(0.7)
Number of respondents	1153	1499	2155	1192	3592	535	1694	1744	1723
Percentage in schools with minority student enrollment of:									
10% or less	34.1	44.9	52.5	7.4	59.8	3.5	37.8	49.5	43.6
	(3.3)	(3.0)	(2.6)	(1.9)	(1.9)	(2.3)	(2.6)	(2.8)	(3.2)
11% to 25%	10.9	15.2	18.7	12.3	18.1	7.4	11.3	15.7	20.7
	(2.1)	(2.2)	(2.0)	(2.3)	(1.5)	(3.3)	(1.7)	(2.1)	(2.6)
26% to 50%	16.4	15.7	16.1	20.1	16.1	14.3	14.9	15.5	20.6
	(2.6)	(2.2)	(1.9)	(2.9)	(1.4)	(4.4)	(1.9)	(2.1)	(2.6)
More than 50%	38.5	24.3	12.7	60.2	6.0	74.8	36.0	19.3	15.2
	(3.4)	(2.6)	(1.7)	(3.5)	(0.9)	(5.4)	(2.6)	(2.2)	(2.3)
Number of respondents	1180	1523	2204	1241	3632	546	1729	1779	1757

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Student Enrollment	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools with low income student enrollment of:												
Less than 10%	19.1	21.1	24.0	19.7	13.1	17.1	21.6	15.1	18.6	12.3	16.4	0.5
	(1.2)	(1.9)	(2.5)	(2.7)	(1.5)	(2.6)	(3.0)	(2.1)	(2.6)	(2.6)	(3.1)	(1.0)
10% to 25%	32.2	36.0	25.5	24.8	27.8	29.3	37.7	21.8	33.1	32.0	21.1	11.6
	(1.4)	(2.3)	(2.5)	(2.9)	(2.0)	(3.2)	(3.6)	(2.4)	(3.1)	(3.8)	(3.4)	(4.6)
26% to 50%	27.7	25.6	30.6	27.7	31.4	28.5	21.3	28.0	29.0	24.4	38.9	30.3
	(1.3)	(2.1)	(2.7)	(3.0)	(2.0)	(3.2)	(3.0)	(2.6)	(3.0)	(3.5)	(4.1)	(6.6)
More than 50%	20.9	17.3	19.9	27.8	27.8	25.1	19.5	35.1	19.3	31.4	23.5	57.7
	(1.2)	(1.8)	(2.3)	(3.0)	(2.0)	(3.0)	(2.9)	(2.8)	(2.6)	(3.7)	(3.5)	(7.1)
Number of respondents	6533	928	573	466	929	701	603	751	582	346	565	89
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*												
50% or less	5.9	4.6	10.5	4.3	6.1	6.4	6.1	7.4	12.5	20.8	18.9	9.1
	(0.8)	(1.0)	(1.9)	(1.5)	(1.2)	(1.8)	(1.9)	(1.6)	(2.5)	(3.6)	(3.9)	(4.4)
51% to 75%	18.8	18.8	15.9	27.2	18.2	24.3	20.3	24.1	18.9	26.0	15.5	40.8
	(1.2)	(1.9)	(2.3)	(3.3)	(1.9)	(3.1)	(3.2)	(2.5)	(3.0)	(3.9)	(3.6)	(7.5)
76% to 95%	55.9	55.0	56.1	57.8	58.5	56.7	56.5	58.9	61.7	45.4	45.6	48.7
	(1.6)	(2.4)	(3.1)	(3.6)	(2.4)	(3.6)	(3.9)	(2.9)	(3.7)	(4.5)	(5.0)	(7.6)
More than 95%	19.4	21.6	17.4	10.7	17.3	12.6	17.2	9.6	7.0	7.8	20.0	1.4
	(1.3)	(2.0)	(2.4)	(2.3)	(1.9)	(2.4)	(3.0)	(1.8)	(2.0)	(2.4)	(4.0)	(1.8)
Number of respondents	5570	861	488	400	710	663	529	731	455	283	374	76
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*												
25% or less	24.6	20.2	22.4	29.5	34.5	32.2	18.7	54.2	28.0	25.1	49.8	91.7
	(1.4)	(2.0)	(2.7)	(3.4)	(2.4)	(3.5)	(3.2)	(3.3)	(3.4)	(3.8)	(5.0)	(4.3)
26% to 50%	40.1	41.0	33.4	31.7	44.1	36.5	43.1	27.9	29.9	32.9	25.7	7.8
	(1.6)	(2.4)	(3.0)	(3.5)	(2.5)	(3.6)	(4.1)	(3.0)	(3.5)	(4.2)	(4.3)	(4.1)
51% to 75%	27.8	29.9	36.7	28.5	18.9	23.2	27.4	6.7	28.6	32.7	21.5	0.0
	(1.4)	(2.3)	(3.1)	(3.4)	(2.0)	(3.1)	(3.7)	(1.7)	(3.4)	(4.2)	(4.1)	(0.0)
More than 75%	7.5	8.9	7.5	10.3	2.5	8.1	10.7	11.2	13.4	9.3	3.0	0.4
	(0.8)	(1.4)	(1.7)	(2.3)	(0.8)	(2.0)	(2.6)	(2.1)	(2.6)	(2.6)	(1.7)	(1.0)
Number of respondents	5320	844	475	381	702	653	478	595	456	289	373	74

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Student Enrollment	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools with low income student enrollment of:											
Less than 10%	9.3	39.8	7.4	19.6	18.3	18.3	19.5	19.7	18.2	20.2	23.7
	(1.7)	(2.5)	(1.3)	(1.4)	(2.0)	(2.1)	(1.9)	(1.9)	(1.4)	(2.4)	(3.1)
10% to 25%	25.6	31.1	39.4	33.0	30.4	29.3	33.6	34.0	31.7	32.9	33.4
	(2.6)	(2.3)	(2.4)	(1.7)	(2.3)	(2.5)	(2.2)	(2.2)	(1.7)	(2.8)	(3.5)
26% to 50%	30.8	21.2	30.8	26.7	30.0	30.4	27.7	24.3	28.7	26.9	23.9
	(2.7)	(2.1)	(2.2)	(1.6)	(2.3)	(2.6)	(2.1)	(2.0)	(1.7)	(2.6)	(3.1)
More than 50%	34.3	7.9	22.5	20.7	21.3	22.0	19.2	22.1	21.4	20.0	19.0
	(2.8)	(1.4)	(2.0)	(1.5)	(2.1)	(2.3)	(1.9)	(1.9)	(1.5)	(2.4)	(2.9)
Number of respondents	2091	1986	1278	4008	2512	1840	2298	2395	4160	1390	925
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*											
50% or less	15.0	2.2	2.8	5.7	6.5	5.7	6.1	5.9	6.1	7.3	3.1
	(2.3)	(0.8)	(0.8)	(0.9)	(1.4)	(1.5)	(1.2)	(1.2)	(1.0)	(1.6)	(1.3)
51% to 75%	26.4	11.8	19.5	17.9	20.9	17.2	20.5	17.9	19.1	17.5	19.6
	(2.9)	(1.8)	(2.0)	(1.5)	(2.3)	(2.4)	(2.0)	(1.9)	(1.6)	(2.4)	(3.1)
76% to 95%	52.8	57.0	57.3	56.6	54.5	55.7	54.2	58.8	53.7	57.7	62.6
	(3.2)	(2.7)	(2.5)	(1.9)	(2.8)	(3.1)	(2.5)	(2.5)	(2.1)	(3.1)	(3.7)
More than 95%	5.8	29.0	20.4	19.8	18.1	21.3	19.2	17.4	21.1	17.5	14.7
	(1.5)	(2.5)	(2.1)	(1.5)	(2.2)	(2.6)	(2.0)	(1.9)	(1.7)	(2.4)	(2.7)
Number of respondents	1728	1651	1106	3425	2133	1379	2074	2117	3409	1260	847
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*											
25% or less	23.1	16.1	29.9	24.1	25.5	24.0	23.3	27.1	24.2	25.3	25.9
	(2.8)	(2.0)	(2.3)	(1.7)	(2.5)	(2.7)	(2.1)	(2.3)	(1.8)	(2.8)	(3.4)
26% to 50%	34.3	37.0	48.8	40.8	38.4	38.0	41.6	40.3	40.6	38.5	39.5
	(3.1)	(2.7)	(2.6)	(1.9)	(2.8)	(3.1)	(2.5)	(2.5)	(2.0)	(3.1)	(3.8)
51% to 75%	31.6	35.7	19.5	27.9	27.8	30.0	27.1	26.5	27.2	28.5	29.4
	(3.1)	(2.7)	(2.0)	(1.8)	(2.5)	(2.9)	(2.2)	(2.2)	(1.9)	(2.9)	(3.5)
More than 75%	11.0	11.2	1.8	7.1	8.2	8.0	8.0	6.1	7.9	7.6	5.2
	(2.1)	(1.8)	(0.7)	(1.0)	(1.6)	(1.7)	(1.4)	(1.2)	(1.1)	(1.7)	(1.7)
Number of respondents	1677	1604	1121	3286	2022	1322	1970	2028	3264	1187	816

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	8.4	17.8	29.5	5.5	24.6	12.5	13.4	18.4	29.3
	(1.9)	(2.3)	(2.4)	(1.6)	(1.7)	(4.2)	(1.8)	(2.2)	(3.0)
10% to 25%	24.1	38.2	35.4	25.8	37.1	15.5	27.3	35.1	39.6
	(3.0)	(2.9)	(2.5)	(3.1)	(1.9)	(4.6)	(2.4)	(2.7)	(3.2)
26% to 50%	33.3	25.3	25.1	31.5	26.1	20.4	29.9	30.2	19.4
	(3.3)	(2.6)	(2.3)	(3.3)	(1.7)	(5.1)	(2.5)	(2.6)	(2.6)
More than 50%	34.2	18.7	10.0	37.2	12.2	51.6	29.4	16.2	11.7
	(3.3)	(2.3)	(1.6)	(3.4)	(1.3)	(6.3)	(2.5)	(2.1)	(2.1)
Number of respondents	1175	1522	2184	1228	3622	538	1729	1784	1730
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	10.4	4.9	4.0	12.9	2.9	18.7	9.3	5.5	3.6
	(2.3)	(1.4)	(1.1)	(2.7)	(0.7)	(5.4)	(1.7)	(1.4)	(1.4)
51% to 75%	24.9	17.8	14.3	27.7	16.7	21.8	24.2	15.5	14.5
	(3.3)	(2.5)	(2.0)	(3.6)	(1.6)	(5.7)	(2.5)	(2.2)	(2.5)
76% to 95%	55.3	54.6	58.7	54.5	56.1	48.9	53.1	58.8	55.7
	(3.8)	(3.3)	(2.8)	(4.0)	(2.1)	(6.9)	(2.9)	(3.0)	(3.6)
More than 95%	9.4	22.7	22.9	4.9	24.3	10.6	13.4	20.2	26.2
	(2.2)	(2.7)	(2.4)	(1.7)	(1.8)	(4.3)	(2.0)	(2.4)	(3.2)
Number of respondents	970	1288	1875	1019	3099	452	1477	1533	1433
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	29.6	21.5	18.4	32.7	20.9	23.1	28.3	20.2	16.8
	(3.5)	(2.7)	(2.2)	(3.8)	(1.7)	(6.1)	(2.7)	(2.5)	(2.7)
26% to 50%	39.8	46.5	37.7	37.8	41.4	30.3	42.7	45.5	31.6
	(3.8)	(3.3)	(2.8)	(3.9)	(2.1)	(6.7)	(2.9)	(3.0)	(3.4)
51% to 75%	27.0	24.0	31.9	22.2	29.7	35.2	24.3	27.4	36.2
	(3.4)	(2.8)	(2.7)	(3.4)	(1.9)	(6.9)	(2.6)	(2.7)	(3.5)
More than 75%	3.6	8.0	11.9	7.3	8.0	11.5	4.7	6.9	15.4
	(1.4)	(1.8)	(1.9)	(2.1)	(1.1)	(4.6)	(1.3)	(1.6)	(2.7)
Number of respondents	924	1232	1777	960	2972	420	1414	1473	1349

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Staffing Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
For students in secondary schools, percentage in schools whose FTE special education staff included:												
Fewer than 5 professionals	32.8	37.0	28.5	27.6	28.8	14.9	19.0	6.3	14.5	32.9	19.5	0.0
	(1.4)	(2.2)	(2.6)	(3.0)	(2.0)	(2.5)	(2.9)	(1.4)	(2.3)	(3.7)	(3.2)	(0.0)
5 to 10 professionals	34.3	32.7	34.9	45.5	38.3	32.3	35.9	15.0	37.1	20.8	22.8	0.0
	(1.4)	(2.2)	(2.8)	(3.4)	(2.1)	(3.3)	(3.5)	(2.1)	(3.2)	(3.2)	(3.4)	(0.0)
11 to 25 professionals	22.7	22.8	25.6	19.3	20.7	20.8	31.2	16.0	34.3	28.0	26.6	11.8
	(1.2)	(1.9)	(2.6)	(2.7)	(1.8)	(2.8)	(3.4)	(2.1)	(3.2)	(3.5)	(3.5)	(4.6)
More than 25 professionals	10.2	7.6	11.0	7.5	12.2	32.0	13.9	62.7	14.1	18.4	31.1	88.2
	(0.9)	(1.2)	(1.8)	(1.8)	(1.4)	(3.3)	(2.5)	(2.8)	(2.3)	(3.1)	(3.7)	(4.6)
Number of respondents	6631	949	571	462	938	707	618	769	587	359	582	89
For students in secondary schools, average ratio of secondary special education students to special education professionals	11.8	12.8	11.3	13.3	10.3	8.7	10.5	5.7	11.3	11.1	7.6	1.8
	(0.3)	(0.5)	(0.5)	(0.6)	(0.3)	(0.5)	(0.7)	(0.4)	(0.5)	(0.7)	(0.5)	(0.2)
Number of respondents	6418	903	554	449	907	689	601	760	572	336	563	84
Percentage in schools with:												
Case managers for special ed. students	83.9	86.2	85.1	84.0	78.5	81.5	89.0	69.0	84.0	79.6	76.1	54.0
	(1.2)	(1.7)	(2.2)	(2.6)	(2.0)	(2.9)	(2.6)	(2.7)	(2.6)	(3.6)	(3.8)	(7.8)
Staff responsible for finding jobs for special ed. students	52.1	51.8	50.1	54.5	50.6	51.8	63.4	62.0	69.5	64.5	60.5	31.7
	(1.6)	(2.5)	(3.1)	(3.6)	(2.4)	(3.7)	(4.0)	(2.8)	(3.2)	(4.2)	(4.4)	(7.3)
Number of respondents	5690	831	499	408	778	614	491	691	524	289	489	76
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*												
10% or less	54.2	56.3	51.1	50.4	52.5	53.8	47.2	51.0	36.3	39.8	52.3	---
	(1.7)	(2.5)	(3.5)	(3.7)	(2.6)	(4.8)	(4.4)	(5.3)	(3.9)	(4.7)	(6.6)	
11% to 25%	6.9	7.2	7.2	11.2	3.9	9.1	10.2	7.5	18.5	9.4	8.2	---
	(0.9)	(1.3)	(1.8)	(2.3)	(1.0)	(2.8)	(2.7)	(2.8)	(3.1)	(2.8)	(3.6)	
26% to 50%	5.5	4.5	4.4	5.2	9.0	7.3	2.7	8.8	4.1	2.5	13.3	---
	(0.8)	(1.1)	(1.4)	(1.6)	(1.5)	(2.5)	(1.4)	(3.0)	(1.6)	(1.5)	(4.5)	
More than 50%	33.4	32.0	37.3	33.2	34.6	29.9	39.9	32.6	41.0	48.2	26.1	---
	(1.6)	(2.4)	(3.3)	(3.5)	(2.5)	(4.4)	(4.3)	(5.0)	(4.0)	(4.8)	(5.8)	
Number of respondents	4025	792	411	384	625	333	421	218	421	246	168	6

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Staffing Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
For students in secondary schools, percentage in schools whose FTE special education staff included:											
Fewer than 5 professionals	9.4	33.9	51.3	33.4	31.7	35.7	31.8	30.4	33.2	29.0	36.3
	(1.7)	(2.4)	(2.4)	(1.7)	(2.4)	(2.6)	(2.2)	(2.1)	(1.8)	(2.7)	(3.5)
5 to 10 professionals	32.1	34.6	37.6	34.7	33.0	33.8	34.9	34.0	33.0	38.9	34.9
	(2.7)	(2.4)	(2.3)	(1.7)	(2.4)	(2.6)	(2.2)	(2.2)	(1.8)	(2.9)	(3.5)
11 to 25 professionals	39.1	25.9	6.9	22.1	24.0	20.3	23.8	24.0	22.6	24.1	21.4
	(2.8)	(2.2)	(1.2)	(1.5)	(2.2)	(2.2)	(2.0)	(2.0)	(1.6)	(2.5)	(3.0)
More than 25 professionals	19.3	5.7	4.2	9.8	11.2	10.1	9.4	11.5	11.2	8.1	7.5
	(2.3)	(1.2)	(1.0)	(1.1)	(1.6)	(1.7)	(1.4)	(1.5)	(1.2)	(1.6)	(1.9)
Number of respondents	2136	2011	1294	4059	2558	1862	2334	2435	4223	1408	940
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.1	14.0	11.6	11.9	11.6	12.3	11.8	11.3	11.8	11.3	12.8
	(0.4)	(0.5)	(0.5)	(0.3)	(0.4)	(0.6)	(0.4)	(0.3)	(0.4)	(0.4)	(0.6)
Number of respondents	2047	1941	1250	3919	2485	1788	2261	2369	4075	1371	916
Percentage in schools with:											
Case managers for special ed. students	87.3	89.1	76.9	83.6	84.5	83.9	83.3	84.7	83.2	83.3	88.5
	(2.1)	(1.7)	(2.2)	(1.4)	(2.0)	(2.2)	(1.9)	(1.8)	(1.5)	(2.4)	(2.5)
Staff responsible for finding jobs for special ed. students	61.7	58.3	39.0	51.9	52.6	43.5	54.4	59.6	50.0	57.4	54.8
	(3.1)	(2.6)	(2.5)	(1.9)	(2.8)	(3.0)	(2.5)	(2.4)	(2.0)	(3.1)	(3.8)
Number of respondents	1739	1756	1094	3509	2173	1550	2012	2128	3576	1216	847
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*											
10% or less	58.6	55.8	50.3	53.9	55.0	56.6	53.2	52.8	53.8	57.2	52.3
	(3.5)	(2.8)	(2.7)	(2.0)	(3.0)	(3.2)	(2.7)	(2.8)	(2.2)	(3.4)	(4.1)
11% to 25%	4.1	8.9	7.1	6.2	8.3	6.3	6.7	8.0	6.7	5.6	10.1
	(1.4)	(1.6)	(1.4)	(1.0)	(1.7)	(1.6)	(1.4)	(1.5)	(1.1)	(1.6)	(2.5)
26% to 50%	3.2	4.6	7.8	5.5	5.4	4.8	6.6	4.7	5.8	4.4	5.3
	(1.2)	(1.2)	(1.4)	(0.9)	(1.4)	(1.4)	(1.4)	(1.2)	(1.0)	(1.4)	(1.8)
More than 50%	34.1	30.7	34.8	34.3	31.2	32.3	33.5	34.5	33.7	32.7	32.4
	(3.3)	(2.6)	(2.5)	(1.9)	(2.8)	(3.0)	(2.6)	(2.6)	(2.1)	(3.2)	(3.8)
Number of respondents	1449	1498	1053	2528	1493	1210	1479	1336	2521	878	584

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11C: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Staffing Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	23.9	32.4	39.1	14.7	39.8	11.1	27.9	34.6	34.8
	(2.9)	(2.8)	(2.5)	(2.5)	(1.9)	(3.9)	(2.4)	(2.7)	(3.1)
5 to 10 professionals	38.9	31.7	30.8	36.1	32.8	34.9	36.0	32.6	30.9
	(3.3)	(2.8)	(2.4)	(3.4)	(1.8)	(5.9)	(2.6)	(2.6)	(3.0)
11 to 25 professionals	23.6	23.7	21.6	34.7	19.2	27.5	24.8	20.4	24.6
	(2.9)	(2.5)	(2.1)	(3.4)	(1.5)	(5.6)	(2.3)	(2.3)	(2.8)
More than 25 professionals	13.6	12.2	8.5	14.4	8.2	26.4	11.3	12.3	9.7
	(2.4)	(1.9)	(1.5)	(2.5)	(1.1)	(5.5)	(1.7)	(1.8)	(1.9)
Number of respondents	1190	1542	2218	1253	3666	554	1746	1807	1759
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.6	11.5	12.6	10.4	12.5	9.0	11.1	11.1	13.2
	(0.7)	(0.5)	(0.5)	(0.4)	(0.4)	(0.7)	(0.4)	(0.5)	(0.8)
Number of respondents	1150	1491	2138	1202	3548	537	1691	1736	1702
Percentage in schools with:									
Case managers for special ed. students	79.8	86.2	86.2	85.8	85.1	75.5	82.7	85.7	85.5
	(3.0)	(2.2)	(1.9)	(2.7)	(1.5)	(6.0)	(2.2)	(2.1)	(2.4)
Staff responsible for finding jobs for special ed. students	48.4	54.2	56.6	57.1	49.2	65.1	47.5	55.3	59.9
	(3.7)	(3.2)	(2.7)	(3.8)	(2.1)	(6.3)	(2.9)	(3.0)	(3.4)
Number of respondents	1017	1318	1920	1037	3232	431	1486	1533	1537
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	57.8	52.9	53.8	56.5	55.8	46.9	53.5	55.3	56.7
	(3.9)	(3.5)	(3.0)	(4.3)	(2.2)	(7.4)	(3.1)	(3.2)	(3.8)
11% to 25%	6.3	6.2	9.8	2.4	7.6	17.9	6.7	5.9	10.4
	(1.9)	(1.7)	(1.8)	(1.3)	(1.2)	(5.6)	(1.6)	(1.5)	(2.3)
26% to 50%	3.8	7.1	5.1	2.4	6.5	5.7	6.7	4.4	5.5
	(1.5)	(1.8)	(1.3)	(1.3)	(1.1)	(3.4)	(1.6)	(1.3)	(1.8)
More than 50%	32.0	33.8	31.3	38.6	30.1	29.5	33.2	34.4	27.4
	(3.7)	(3.3)	(2.8)	(4.3)	(2.0)	(6.7)	(2.9)	(3.1)	(3.4)
Number of respondents	704	907	1411	657	2311	343	1076	1082	1071

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

School Policies	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
MAINSTREAMING												
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	35.2	36.8	40.8	34.0	28.3	32.8	32.8	36.5	37.9	39.1	26.1	---
	(1.6)	(2.4)	(3.3)	(3.5)	(2.3)	(4.5)	(4.1)	(4.9)	(3.9)	(4.6)	(5.9)	
Number of respondents	4149	817	440	392	643	343	434	226	431	250	165	8
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*												
Special inservice training	43.6	44.0	38.4	41.9	44.6	50.5	45.8	57.5	48.3	48.4	35.1	---
	(1.7)	(2.5)	(3.2)	(3.6)	(2.6)	(4.8)	(4.3)	(5.1)	(4.0)	(4.8)	(6.4)	
Consultation services	96.9	97.1	96.7	95.3	96.9	97.4	94.3	98.7	94.9	95.4	99.3	---
	(0.6)	(0.8)	(1.2)	(1.5)	(0.9)	(1.5)	(2.0)	(1.2)	(1.8)	(2.0)	(1.1)	
Special materials	52.6	51.5	47.1	56.7	55.4	63.2	56.9	70.2	75.9	52.8	62.2	---
	(1.7)	(2.5)	(3.3)	(3.6)	(2.6)	(4.6)	(4.3)	(4.7)	(3.4)	(4.8)	(6.5)	
Classroom aides	28.3	28.6	26.8	31.6	23.4	36.4	45.5	72.1	44.5	38.6	51.0	---
	(1.5)	(2.3)	(3.0)	(3.4)	(2.2)	(4.6)	(4.3)	(4.6)	(4.0)	(4.7)	(6.7)	
Reduced class size	10.6	10.3	11.2	11.3	10.9	11.3	11.0	13.4	16.8	7.7	10.9	---
	(1.0)	(1.5)	(2.1)	(2.3)	(1.6)	(3.0)	(2.7)	(3.5)	(3.0)	(2.6)	(4.2)	
None of these	0.4	0.4	0.3	0.9	0.1	0.7	0.4	0.3	0.2	2.9	0.0	---
	(0.2)	(0.3)	(0.4)	(0.7)	(0.2)	(0.8)	(0.6)	(0.6)	(0.4)	(1.6)	(0.0)	
Number of respondents	4148	818	441	394	635	346	435	226	432	248	165	8
GRADING												
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*												
On same standard as regular education students	64.2	66.3	72.7	64.7	53.7	62.9	67.1	69.9	67.3	67.7	53.6	---
	(1.7)	(2.5)	(3.1)	(3.7)	(2.7)	(4.9)	(4.3)	(4.9)	(4.0)	(4.8)	(7.2)	
On different standard	34.7	32.6	26.6	34.4	45.5	36.0	32.1	30.1	32.1	31.0	37.0	---
	(1.7)	(2.4)	(3.1)	(3.6)	(2.7)	(4.8)	(4.3)	(4.9)	(4.0)	(4.7)	(7.0)	
Did not grade mainstreamed students	1.0	1.1	0.6	0.9	0.8	1.1	0.8	0.0	0.6	1.3	9.4	---
	(0.4)	(0.5)	(0.6)	(0.7)	(0.5)	(1.1)	(0.8)	(0.0)	(0.6)	(1.2)	(4.2)	
Number of respondents	3788	758	408	360	591	311	393	213	383	221	143	7

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

School Policies	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
MAINSTREAMING											
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	49.3	38.5	22.6	34.2	37.5	38.0	34.0	33.3	35.8	31.7	36.0
	(3.4)	(2.8)	(2.2)	(1.9)	(2.9)	(3.1)	(2.5)	(2.6)	(2.1)	(3.2)	(3.8)
Number of respondents	1509	1546	1073	2593	1552	1232	1529	1388	2581	910	614
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*											
Special inservice training	41.3	51.1	37.6	42.5	46.2	41.9	44.7	44.2	43.9	42.3	45.1
	(3.3)	(2.8)	(2.6)	(2.0)	(3.0)	(3.1)	(2.7)	(2.7)	(2.1)	(3.4)	(4.0)
Consultation services	98.3	97.1	95.7	96.6	97.8	97.0	96.3	97.7	96.4	98.6	97.3
	(0.9)	(0.9)	(1.1)	(0.7)	(0.9)	(1.1)	(1.0)	(0.8)	(0.8)	(0.8)	(1.3)
Special materials	45.4	51.8	58.0	52.2	53.5	49.4	54.0	54.7	52.3	51.6	55.9
	(3.4)	(2.8)	(2.6)	(2.0)	(3.0)	(3.2)	(2.7)	(2.7)	(2.2)	(3.4)	(4.0)
Classroom aides	29.9	31.6	23.7	28.5	27.7	26.8	28.9	29.2	27.7	29.7	28.2
	(3.1)	(2.6)	(2.3)	(1.8)	(2.7)	(2.8)	(2.4)	(2.5)	(1.9)	(3.1)	(3.6)
Reduced class size	5.5	13.7	10.8	10.6	10.6	6.8	10.4	16.0	9.2	12.7	15.0
	(1.5)	(1.9)	(1.7)	(1.2)	(1.8)	(1.6)	(1.6)	(2.0)	(1.2)	(2.3)	(2.9)
None of these	1.0	0.1	0.2	0.5	0.2	0.2	0.7	0.1	0.5	0.1	0.0
	(0.7)	(0.1)	(0.3)	(0.3)	(0.3)	(0.3)	(0.4)	(0.2)	(0.3)	(0.2)	(0.0)
Number of respondents	1509	1555	1063	2590	1554	1236	1529	1383	2587	905	612
GRADING											
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*											
On same standard as regular education students	80.7	70.9	46.6	64.9	62.8	65.7	63.6	63.1	65.0	60.7	64.5
	(2.8)	(2.7)	(2.8)	(2.0)	(3.0)	(3.1)	(2.7)	(2.7)	(2.2)	(3.4)	(4.0)
On different standard	19.2	27.7	52.2	34.2	36.0	32.9	36.1	35.1	33.9	37.5	35.4
	(2.8)	(2.7)	(2.8)	(2.0)	(3.0)	(3.1)	(2.7)	(2.7)	(2.1)	(3.4)	(4.0)
Did not grade mainstreamed students	0.1	1.4	1.3	1.0	1.2	1.4	0.3	1.8	1.0	1.8	0.1
	(0.2)	(0.7)	(0.6)	(0.4)	(0.7)	(0.8)	(0.3)	(0.7)	(0.5)	(0.9)	(0.2)
Number of respondents	1391	1404	969	2386	1398	1146	1378	1264	2357	832	563

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	37.6	34.4	35.4	33.9	34.5	41.6	35.2	36.9	33.5
	(3.8)	(3.3)	(2.8)	(4.0)	(2.1)	(7.0)	(2.9)	(3.1)	(3.6)
Number of respondents	712	934	1462	683	2364	356	1099	1111	1112
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	37.5	43.9	47.4	43.7	43.8	43.0	42.4	43.6	45.6
	(3.8)	(3.4)	(3.0)	(4.2)	(2.2)	(7.1)	(3.0)	(3.2)	(3.8)
Consultation services	96.3	96.5	98.3	96.4	98.1	89.9	97.2	96.3	97.4
	(1.5)	(1.3)	(0.8)	(1.6)	(0.6)	(4.3)	(1.0)	(1.2)	(1.2)
Special materials	49.8	49.7	56.1	55.8	52.8	49.0	51.3	50.6	55.3
	(3.9)	(3.4)	(3.0)	(4.2)	(2.2)	(7.1)	(3.1)	(3.2)	(3.8)
Classroom aides	24.7	25.2	36.2	23.9	29.1	42.4	23.8	30.9	35.4
	(3.4)	(3.0)	(2.9)	(3.6)	(2.0)	(7.1)	(2.6)	(3.0)	(3.6)
Reduced class size	7.3	8.4	13.8	6.8	11.8	6.1	7.5	9.7	15.2
	(2.1)	(1.9)	(2.1)	(2.1)	(1.4)	(3.4)	(1.6)	(1.9)	(2.7)
None of these	0.9	0.1	0.4	1.2	0.2	0.3	0.1	0.8	0.4
	(0.7)	(0.3)	(0.4)	(0.9)	(0.2)	(0.8)	(0.2)	(0.6)	(0.5)
Number of respondents	714	937	1456	686	2363	354	1100	1112	1112
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	67.1	66.1	62.7	74.6	62.1	64.1	66.8	64.7	65.0
	(3.8)	(3.4)	(3.0)	(3.9)	(2.2)	(7.1)	(3.0)	(3.2)	(3.8)
On different standard	30.6	32.9	36.6	25.3	36.9	29.9	31.3	35.1	33.2
	(3.8)	(3.4)	(3.0)	(3.8)	(2.2)	(6.8)	(3.0)	(3.2)	(3.8)
Did not grade mainstreamed students	2.3	1.0	0.8	0.1	1.1	5.9	1.9	0.2	1.8
	(1.2)	(0.7)	(0.6)	(0.3)	(0.5)	(3.5)	(0.9)	(0.3)	(1.1)
Number of respondents	668	847	1298	643	2134	316	1011	1020	984

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Continued)

School Policies	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
GRADING (CONCLUDED)												
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*												
On same standard as regular classes	24.5	26.8	21.4	18.1	20.9	16.2	20.0	18.2	14.4	22.3	33.6	---
	(1.5)	(2.3)	(2.8)	(2.9)	(2.2)	(3.6)	(3.6)	(4.1)	(3.0)	(4.1)	(6.4)	
On standard different from regular classes	74.3	72.4	77.1	81.2	77.1	83.5	79.7	81.4	84.4	75.7	57.5	---
	(1.5)	(2.3)	(2.8)	(2.9)	(2.2)	(3.7)	(3.6)	(4.1)	(3.1)	(4.3)	(6.7)	
Did not give grades for special education classes	1.2	0.8	1.5	0.6	1.9	0.3	0.3	0.4	1.1	2.0	8.9	---
	(0.4)	(0.5)	(0.8)	(0.6)	(0.7)	(0.5)	(0.5)	(0.6)	(0.9)	(1.4)	(3.8)	
Number of respondents	3921	779	428	369	616	331	407	216	383	225	160	7
PRIMARY SCHOOL FUNCTION												
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**												
Academic skills	53.1	58.2	53.4	48.0	42.0	41.0	58.8	27.0	55.3	65.4	32.2	13.6
	(1.7)	(2.6)	(3.4)	(3.8)	(2.5)	(4.0)	(4.5)	(2.8)	(4.0)	(4.4)	(4.7)	(5.7)
Independent living skills	42.5	37.6	41.1	45.6	54.8	55.5	33.2	64.8	38.9	28.1	58.7	82.9
	(1.7)	(2.6)	(3.3)	(3.8)	(2.5)	(4.0)	(4.3)	(3.0)	(4.0)	(4.2)	(4.9)	(6.3)
Skills for employment	4.4	4.2	5.6	6.4	3.2	3.5	8.0	8.2	5.7	6.4	9.1	3.5
	(0.7)	(1.1)	(1.5)	(1.9)	(0.9)	(1.5)	(2.5)	(1.7)	(1.9)	(2.3)	(2.9)	(3.1)
Number of respondents	4920	737	430	360	680	555	401	603	418	257	415	64
SUSPENSION/EXPULSION												
Percentage in schools in which special education students:												
Could not be suspended or expelled	21.8	21.3	21.7	23.3	22.3	24.8	25.6	22.8	24.5	23.1	24.9	28.7
	(1.3)	(2.1)	(2.6)	(3.0)	(2.0)	(3.2)	(3.6)	(2.5)	(3.0)	(3.8)	(3.9)	(7.1)
Could only be suspended	24.0	21.5	28.5	21.0	28.6	27.9	25.0	26.0	25.8	22.1	24.1	24.1
	(1.4)	(2.1)	(2.8)	(2.9)	(2.2)	(3.3)	(3.6)	(2.6)	(3.1)	(3.7)	(3.9)	(6.7)
Could only be expelled	15.8	12.4	19.7	19.5	21.2	16.7	21.7	23.1	21.1	17.7	18.9	25.7
	(1.2)	(1.7)	(2.5)	(2.8)	(2.0)	(2.7)	(3.4)	(2.5)	(2.9)	(3.4)	(3.6)	(6.8)
Could be both suspended and expelled	38.4	44.9	30.1	36.2	27.8	30.6	27.7	28.1	28.6	37.0	32.1	21.5
	(1.5)	(2.5)	(2.9)	(3.5)	(2.1)	(3.4)	(3.7)	(2.6)	(3.2)	(4.3)	(4.3)	(6.4)
Number of respondents	5751	820	506	409	775	656	501	703	533	289	483	76

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

School Policies	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
GRADING (CONCLUDED)											
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*											
On same standard as regular classes	26.5	20.2	26.9	23.9	25.9	26.9	23.6	22.6	24.2	22.4	27.2
	(3.1)	(2.3)	(2.4)	(1.8)	(2.7)	(2.8)	(2.3)	(2.3)	(1.9)	(2.9)	(3.6)
On standard different from regular classes	73.2	79.6	70.8	74.9	73.0	71.8	75.3	76.3	74.4	76.6	72.4
	(3.1)	(2.3)	(2.4)	(1.8)	(2.7)	(2.9)	(2.4)	(2.4)	(1.9)	(2.9)	(3.6)
Did not give grades for special education classes	0.3	0.3	2.4	1.2	1.2	1.3	1.1	1.1	1.4	1.0	0.4
	(0.4)	(0.3)	(0.8)	(0.4)	(0.7)	(0.7)	(0.6)	(0.6)	(0.5)	(0.7)	(0.5)
Number of respondents	1393	1473	1032	2463	1454	1193	1436	1292	2455	850	577
PRIMARY SCHOOL FUNCTION											
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**											
Academic skills	55.6	64.1	43.9	53.1	53.0	56.5	54.5	46.4	53.8	49.3	54.0
	(3.4)	(2.8)	(2.7)	(2.0)	(3.0)	(3.1)	(2.7)	(2.7)	(2.2)	(3.4)	(4.1)
Independent living skills	38.2	32.3	52.8	41.7	44.3	41.2	40.0	48.1	41.7	46.2	42.6
	(3.4)	(2.7)	(2.7)	(2.0)	(3.0)	(3.1)	(2.7)	(2.7)	(2.1)	(3.4)	(4.1)
Skills for employment	6.3	3.6	3.3	5.1	2.7	2.3	5.5	5.5	4.4	4.5	3.4
	(1.7)	(1.1)	(1.0)	(0.9)	(1.0)	(0.9)	(1.2)	(1.2)	(0.9)	(1.4)	(1.5)
Number of respondents	1440	1452	1045	3048	1863	1373	1710	1837	3094	1050	734
SUSPENSION/EXPULSION											
Percentage in schools in which special education students:											
Could not be suspended or expelled	19.4	23.9	21.6	22.4	20.6	19.4	23.4	22.4	21.1	21.5	26.4
	(2.5)	(2.3)	(2.2)	(1.6)	(2.3)	(2.4)	(2.2)	(2.1)	(1.7)	(2.6)	(3.4)
Could only be suspended	24.9	23.9	23.4	24.6	22.7	23.0	24.6	24.3	23.8	25.8	21.5
	(2.7)	(2.3)	(2.2)	(1.7)	(2.3)	(2.6)	(2.2)	(2.1)	(1.7)	(2.8)	(3.2)
Could only be expelled	14.9	14.3	17.9	14.5	18.8	12.3	16.5	19.3	13.8	18.6	22.4
	(2.3)	(1.9)	(2.0)	(1.4)	(2.2)	(2.0)	(1.9)	(2.0)	(1.4)	(2.5)	(3.2)
Could be both suspended and expelled	40.8	37.9	37.2	38.6	37.9	45.3	35.4	34.0	41.3	34.1	29.7
	(3.1)	(2.6)	(2.5)	(1.9)	(2.7)	(3.0)	(2.4)	(2.4)	(2.0)	(3.0)	(3.5)
Number of respondents	1760	1761	1094	3532	2209	1562	2044	2145	3606	1235	859

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	29.9	24.0	20.1	28.0	21.8	36.0	27.0	24.8	20.5
	(3.7)	(3.0)	(2.5)	(3.9)	(1.9)	(7.0)	(2.8)	(2.8)	(3.1)
On standard different from regular classes	67.8	75.0	78.5	71.5	77.3	56.7	71.5	74.3	77.4
	(3.8)	(3.1)	(2.5)	(3.9)	(1.9)	(7.3)	(2.9)	(2.9)	(3.3)
Did not give grades for special education classes	2.3	0.9	1.4	0.4	0.9	7.3	1.5	0.9	2.1
	(1.2)	(0.7)	(0.7)	(0.6)	(0.4)	(3.8)	(0.8)	(0.6)	(1.1)
Number of respondents	669	868	1383	652	2241	317	1021	1056	1048
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	51.6	52.8	56.7	54.2	54.1	49.3	55.7	51.7	54.3
	(4.0)	(3.5)	(2.9)	(4.2)	(2.2)	(7.2)	(3.1)	(3.2)	(3.7)
Independent living skills	42.6	43.1	39.9	39.4	42.2	45.3	40.7	43.2	40.6
	(3.9)	(3.4)	(2.9)	(4.1)	(2.2)	(7.1)	(3.0)	(3.2)	(3.7)
Skills for employment	5.8	4.1	3.3	6.4	3.7	5.5	3.6	5.1	5.1
	(1.9)	(1.4)	(1.1)	(2.1)	(0.8)	(3.3)	(1.2)	(1.4)	(1.6)
Number of respondents	876	1126	1662	860	2821	360	1296	1334	1293
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	19.1	20.8	21.5	21.8	21.7	18.6	24.2	20.4	18.5
	(3.0)	(2.6)	(2.3)	(3.2)	(1.7)	(5.4)	(2.5)	(2.4)	(2.7)
Could only be suspended	26.6	24.0	22.6	24.4	24.0	28.5	25.3	21.1	27.3
	(3.3)	(2.8)	(2.3)	(3.4)	(1.8)	(6.2)	(2.6)	(2.5)	(3.1)
Could only be expelled	15.4	15.4	14.9	12.3	14.9	18.9	13.7	14.9	16.0
	(2.7)	(2.3)	(2.0)	(2.6)	(1.5)	(5.4)	(2.0)	(2.2)	(2.5)
Could be both suspended and expelled	38.9	39.8	41.0	41.5	39.4	34.0	36.9	43.6	38.3
	(3.7)	(3.2)	(2.7)	(3.9)	(2.0)	(6.5)	(2.8)	(3.0)	(3.3)
Number of respondents	1020	1327	1949	1053	3262	432	1492	1556	1555

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

School Policies	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
SUSPENSION/EXPULSION (CONCLUDED)												
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	71.9	63.7	74.7	83.2	86.4	87.2	85.0	93.1	88.9	80.1	86.3	94.0
	(1.5)	(2.5)	(2.8)	(2.7)	(1.7)	(2.6)	(3.0)	(1.5)	(2.3)	(3.6)	(3.3)	(4.2)
Number of respondents	5379	787	476	397	715	591	476	693	512	280	392	60
GRADUATION												
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*												
Special ed. students meet same standards as regular students	90.7	91.5	92.4	91.3	87.4	89.2	91.3	97.8	88.8	94.2	86.8	---
	(1.0)	(1.4)	(1.8)	(2.2)	(1.8)	(3.2)	(2.6)	(1.6)	(2.7)	(2.4)	(4.7)	
Students pass a minimum competency test	9.3	8.5	7.6	8.7	12.6	10.8	8.7	2.2	11.2	5.8	13.2	---
	(1.0)	(1.4)	(1.8)	(2.2)	(1.8)	(3.2)	(2.6)	(1.6)	(2.7)	(2.4)	(4.7)	
Number of respondents	3779	773	407	358	582	308	386	210	392	217	140	6
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**												
Exempt from such tests	3.3	4.9	1.9	0.8	0.8	0.9	0.4	0.1	0.3	2.2	1.1	0.0
	(0.8)	(1.5)	(1.1)	(0.8)	(0.7)	(1.0)	(0.6)	(0.2)	(0.5)	(1.5)	(1.4)	(0.0)
Held to same testing procedures/ standards as other students	44.5	42.8	51.6	47.9	42.1	54.1	53.9	49.0	57.6	47.7	51.6	89.8
	(2.3)	(3.5)	(4.3)	(4.5)	(3.6)	(5.2)	(5.2)	(3.7)	(4.3)	(5.1)	(6.7)	(6.4)
Given extra help in taking the test	47.9	50.4	47.3	47.9	41.3	37.7	51.0	33.6	46.9	55.5	50.7	6.6
	(2.3)	(3.6)	(4.2)	(4.5)	(3.6)	(5.1)	(5.2)	(3.5)	(4.3)	(5.1)	(6.7)	(5.2)
Given a modified test	13.0	12.4	9.7	14.5	13.7	13.7	15.0	31.1	21.9	21.9	23.0	16.0
	(1.5)	(2.3)	(2.5)	(3.2)	(2.5)	(3.6)	(3.7)	(3.4)	(3.6)	(4.2)	(5.7)	(7.7)
Allowed to meet different standards	16.7	18.8	13.8	13.7	14.5	10.1	12.2	7.5	13.5	12.9	3.9	0.0
	(1.7)	(2.8)	(2.9)	(3.1)	(2.6)	(3.1)	(3.4)	(2.0)	(2.9)	(3.4)	(2.6)	(0.0)
Number of respondents	3038	410	279	255	328	313	278	434	312	211	175	43

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

School Policies	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
SUSPENSION/EXPULSION (CONCLUDED)											
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	64.8	74.3	75.0	71.4	73.1	66.0	72.1	79.3	66.9	79.9	86.0
	(3.1)	(2.4)	(2.4)	(1.8)	(2.5)	(2.9)	(2.3)	(2.1)	(2.0)	(2.6)	(2.7)
Number of respondents	1690	1693	1008	3293	2076	1483	1902	1994	3377	1160	795
GRADUATION											
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*											
Special ed. students meet same standards as regular students	91.7	94.4	86.4	90.3	91.7	90.2	91.3	90.4	90.3	91.0	92.1
	(2.0)	(1.3)	(1.9)	(1.2)	(1.7)	(2.1)	(1.5)	(1.6)	(1.3)	(2.0)	(2.2)
Students pass a minimum competency test	8.3	5.6	13.6	9.7	8.3	9.8	8.7	9.6	9.7	9.0	7.9
	(2.0)	(1.3)	(1.9)	(1.2)	(1.7)	(2.1)	(1.5)	(1.6)	(1.3)	(2.0)	(2.2)
Number of respondents	1344	1432	981	2364	1412	978	1456	1345	2275	873	588
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**											
Exempt from such tests	2.7	1.9	5.6	3.7	2.6	4.6	2.9	2.5	4.0	2.2	2.2
	(1.4)	(1.1)	(1.8)	(1.0)	(1.3)	(1.9)	(1.2)	(1.1)	(1.2)	(1.3)	(1.6)
Held to same testing procedures/ standards as other students	49.2	37.9	46.0	42.9	47.7	44.8	42.4	47.4	44.6	44.1	44.8
	(4.3)	(3.8)	(3.9)	(2.8)	(3.9)	(4.5)	(3.5)	(3.6)	(3.0)	(4.3)	(5.4)
Given extra help in taking the test	46.1	50.9	45.5	47.5	49.0	45.4	52.2	43.9	48.9	48.6	43.8
	(4.3)	(3.9)	(3.9)	(2.8)	(4.0)	(4.5)	(3.5)	(3.6)	(3.0)	(4.3)	(5.4)
Given a modified test	11.4	16.2	10.7	11.8	15.6	10.9	14.6	13.0	12.4	11.7	17.9
	(2.7)	(2.9)	(2.4)	(1.8)	(2.9)	(2.8)	(2.5)	(2.4)	(2.0)	(2.8)	(4.2)
Allowed to meet different standards	7.1	30.9	11.0	16.1	17.8	15.8	15.0	20.4	15.0	16.6	23.7
	(2.2)	(3.6)	(2.4)	(2.1)	(3.0)	(3.3)	(2.5)	(2.9)	(2.1)	(3.2)	(4.6)
Number of respondents	1069	923	527	1842	1192	759	1155	1124	1873	693	445

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	70.6	65.9	69.4	62.7	70.3	75.7	70.4	67.7	68.8
	(3.5)	(3.2)	(2.6)	(3.9)	(2.0)	(5.8)	(2.7)	(2.9)	(3.3)
Number of respondents	972	1230	1828	991	3026	427	1416	1433	1469
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	89.8	89.9	90.6	90.4	91.7	81.0	88.3	90.9	92.1
	(2.5)	(2.2)	(1.8)	(2.7)	(1.3)	(5.9)	(2.1)	(1.9)	(2.1)
Students pass a minimum competency test	10.2	10.1	9.4	9.6	8.3	19.0	11.7	9.1	7.9
	(2.5)	(2.2)	(1.8)	(2.7)	(1.3)	(5.9)	(2.1)	(1.9)	(2.1)
Number of respondents	628	837	1350	601	2181	311	964	1034	1016
Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	4.7	3.1	4.4	6.0	2.3	9.3	4.3	4.8	3.1
	(2.2)	(1.6)	(1.6)	(2.5)	(0.9)	(4.7)	(1.6)	(2.0)	(1.7)
Held to same testing procedures/ standards as other students	49.2	44.7	43.5	51.3	43.0	29.1	43.1	49.3	42.9
	(5.2)	(4.7)	(3.9)	(5.2)	(3.0)	(7.5)	(4.0)	(4.6)	(4.7)
Given extra help in taking the test	47.9	49.0	50.7	44.5	51.7	51.7	49.7	47.4	50.7
	(5.2)	(4.7)	(4.0)	(5.2)	(3.1)	(8.3)	(4.1)	(4.6)	(4.8)
Given a modified test	9.5	13.1	13.6	16.4	12.0	13.5	13.1	11.7	13.9
	(3.0)	(3.2)	(2.7)	(3.9)	(2.0)	(5.6)	(2.8)	(3.0)	(3.3)
Allowed to meet different standards	8.4	13.4	24.2	9.3	18.4	15.9	12.0	15.0	21.9
	(2.9)	(3.2)	(3.4)	(3.0)	(2.4)	(6.0)	(2.6)	(3.3)	(4.0)
Number of respondents	546	689	1075	612	1616	320	815	758	896

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Coordination Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	77.5	78.4	78.4	79.2	75.1	66.4	80.4	83.6	77.7	77.0	64.6	47.5
	(1.4)	(2.1)	(2.7)	(3.0)	(2.2)	(3.8)	(3.5)	(2.7)	(3.2)	(3.9)	(5.0)	(11.6)
Number of respondents	4924	810	468	394	666	531	439	453	467	261	400	35
Percentage in schools with at least monthly contact with:												
State vocational rehabilitation agency (VR)	25.1	23.6	24.5	24.6	25.7	51.6	34.1	60.7	34.8	26.0	27.6	83.2
	(1.4)	(2.2)	(2.8)	(3.2)	(2.1)	(3.7)	(4.1)	(2.9)	(3.4)	(4.0)	(3.9)	(5.9)
State developmental disabilities agency	11.7	8.7	13.1	14.8	15.9	16.3	18.8	22.1	19.2	11.9	23.4	31.5
	(1.1)	(1.6)	(2.4)	(3.0)	(1.9)	(3.0)	(3.8)	(2.6)	(3.1)	(3.3)	(4.1)	(7.4)
Vocational schools	28.1	28.6	31.5	33.4	24.9	27.8	32.5	23.9	29.2	15.9	31.9	15.0
	(1.5)	(2.4)	(3.0)	(3.6)	(2.2)	(3.5)	(4.2)	(2.6)	(3.5)	(3.5)	(4.3)	(5.8)
Colleges	4.8	5.3	5.0	10.0	1.5	4.4	9.4	13.6	7.8	2.5	9.6	4.8
	(0.7)	(1.2)	(1.4)	(2.3)	(0.6)	(1.6)	(2.6)	(2.1)	(2.1)	(1.5)	(2.7)	(3.4)
Mental health agencies	24.1	21.4	26.4	26.6	28.4	25.9	27.4	39.2	21.3	26.3	34.2	20.3
	(1.4)	(2.1)	(2.8)	(3.3)	(2.2)	(3.3)	(4.0)	(2.9)	(3.0)	(4.2)	(4.3)	(6.6)
Social service agencies	30.9	27.2	31.6	37.8	37.3	41.0	33.2	59.0	28.2	24.1	39.5	81.2
	(1.5)	(2.3)	(3.0)	(3.6)	(2.4)	(3.8)	(4.2)	(3.0)	(3.5)	(4.1)	(4.5)	(6.2)
Number of respondents	4566	630	388	299	633	520	373	557	424	220	443	66

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Coordination Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	74.2	80.6	77.5	78.0	76.4	76.7	78.9	76.6	77.2	78.2	78.3
	(2.9)	(2.2)	(2.3)	(1.7)	(2.5)	(2.6)	(2.2)	(2.3)	(1.8)	(2.8)	(3.3)
Number of respondents	1588	1605	1045	3063	1855	1398	1782	1744	3112	1055	709
Percentage in schools with at least monthly contact with:											
State vocational rehabilitation agency (VR)	29.0	25.2	19.8	25.6	23.9	21.1	26.7	27.6	24.2	28.2	25.3
	(3.0)	(2.4)	(2.1)	(1.7)	(2.4)	(2.6)	(2.3)	(2.3)	(1.8)	(2.9)	(3.4)
State developmental disabilities agency	12.6	10.5	11.4	10.4	14.3	9.8	11.6	14.0	11.4	10.3	14.9
	(2.4)	(1.9)	(1.9)	(1.3)	(2.2)	(2.0)	(1.9)	(2.0)	(1.4)	(2.2)	(3.1)
Vocational schools	26.3	33.1	24.9	28.1	28.2	26.7	28.6	29.3	27.3	27.3	34.1
	(3.0)	(2.6)	(2.3)	(1.8)	(2.6)	(2.8)	(2.4)	(2.4)	(1.9)	(3.0)	(3.8)
Colleges	2.9	8.6	2.0	4.8	4.8	5.3	4.1	5.1	4.8	5.0	4.2
	(1.2)	(1.6)	(0.8)	(0.9)	(1.3)	(1.5)	(1.1)	(1.2)	(0.9)	(1.5)	(1.7)
Mental health agencies	19.6	23.7	26.0	23.7	25.1	21.5	26.1	24.4	24.3	26.2	20.2
	(2.7)	(2.4)	(2.3)	(1.7)	(2.5)	(2.6)	(2.3)	(2.2)	(1.8)	(2.9)	(3.2)
Social service agencies	25.6	29.2	34.2	29.8	33.3	27.4	32.6	32.7	29.5	34.4	32.7
	(2.9)	(2.6)	(2.5)	(1.8)	(2.7)	(2.8)	(2.5)	(2.4)	(1.9)	(3.1)	(3.7)
Number of respondents	1367	1361	841	2800	1759	1237	1593	1736	2888	960	680

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	72.4	79.4	79.2	76.3	78.4	77.4	79.2	74.7	78.4
	(3.5)	(2.7)	(2.4)	(3.5)	(1.8)	(6.0)	(2.5)	(2.7)	(3.1)
Number of respondents	860	1139	1686	851	2825	381	1290	1359	1297
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	25.0	24.9	28.6	29.3	26.3	17.2	21.1	27.8	31.6
	(3.3)	(2.9)	(2.6)	(3.7)	(1.9)	(5.1)	(2.5)	(2.8)	(3.3)
State developmental disabilities agency	9.9	9.2	12.9	11.9	11.1	7.0	11.3	8.9	11.7
	(2.5)	(2.1)	(2.1)	(2.9)	(1.5)	(3.9)	(2.1)	(1.9)	(2.5)
Vocational schools	24.2	27.6	27.9	25.6	28.4	18.0	27.5	24.2	25.9
	(3.4)	(3.0)	(2.6)	(3.6)	(1.9)	(5.5)	(2.7)	(2.7)	(3.2)
Colleges	4.0	3.9	7.1	1.3	5.7	10.3	3.9	3.7	8.5
	(1.6)	(1.3)	(1.5)	(1.0)	(1.0)	(4.5)	(1.2)	(1.2)	(2.0)
Mental health agencies	21.6	23.5	26.5	21.6	25.8	25.1	21.9	23.1	28.4
	(3.2)	(2.8)	(2.5)	(3.3)	(1.9)	(6.1)	(2.5)	(2.7)	(3.2)
Social service agencies	27.4	27.9	31.2	29.3	30.1	28.3	28.3	26.9	32.7
	(3.4)	(3.0)	(2.7)	(3.7)	(2.0)	(6.3)	(2.7)	(2.8)	(3.4)
Number of respondents	828	1054	1513	835	2570	352	1195	1224	1223

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Coordination Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*												
Referrals of special education students to VR	83.1	82.8	83.0	86.0	83.8	82.3	85.4	80.5	84.8	80.1	80.3	80.6
	(1.2)	(2.0)	(2.5)	(2.6)	(1.8)	(2.9)	(3.1)	(2.3)	(2.7)	(3.8)	(3.6)	(6.2)
VR staff involvement in writing IEPs	22.2	21.3	27.1	20.1	21.7	34.3	28.5	22.7	25.0	19.7	33.0	29.2
	(1.4)	(2.1)	(2.9)	(3.0)	(2.1)	(3.6)	(3.9)	(2.5)	(3.3)	(3.8)	(4.2)	(7.2)
VR staff being assigned to ongoing work in the school	34.5	32.9	31.9	30.3	37.8	53.3	37.2	70.8	41.3	27.9	39.7	87.0
	(1.6)	(2.4)	(3.1)	(3.5)	(2.4)	(3.7)	(4.2)	(2.7)	(3.7)	(4.3)	(4.4)	(5.3)
VR and school staff collaboration in developing programs	32.3	32.5	33.0	27.8	29.0	45.1	36.2	67.5	47.4	25.4	41.0	82.0
	(1.5)	(2.4)	(3.1)	(3.4)	(2.3)	(3.7)	(4.2)	(2.8)	(3.8)	(4.1)	(4.4)	(6.0)
No VR contact or no action taken	11.6	12.5	10.8	10.9	10.6	6.2	7.3	2.5	6.5	11.7	13.1	6.8
	(1.1)	(1.7)	(2.0)	(2.4)	(1.5)	(1.8)	(2.3)	(0.9)	(1.9)	(3.0)	(3.0)	(4.0)
Number of respondents	5328	772	460	369	706	615	454	687	475	258	458	74
Percentage in schools that usually or always:												
When students changed schools:												
Transferred IEPs	37.6	48.2	31.2	21.3	21.0	18.5	19.0	11.0	14.1	28.0	20.2	8.6
	(1.5)	(2.5)	(2.9)	(2.9)	(1.9)	(2.8)	(3.2)	(1.8)	(2.5)	(4.0)	(3.7)	(4.4)
Transferred files	38.5	49.5	31.4	21.3	21.3	19.0	19.2	11.4	14.5	28.2	20.2	8.0
	(1.5)	(2.5)	(2.9)	(2.9)	(1.9)	(2.9)	(3.2)	(1.9)	(2.5)	(4.0)	(3.7)	(4.3)
Discussed student needs with other schools' staff	25.9	32.6	24.9	15.1	14.2	13.9	14.2	8.5	9.1	18.8	15.1	7.3
	(1.4)	(2.3)	(2.7)	(2.6)	(1.7)	(2.5)	(2.9)	(1.6)	(2.0)	(3.5)	(3.3)	(4.1)
When students became clients of service agencies:												
Sent files to agencies	32.2	40.6	28.3	17.3	19.6	16.0	17.4	10.3	13.3	20.4	17.3	7.9
	(1.5)	(2.5)	(2.9)	(2.8)	(1.9)	(2.7)	(3.1)	(1.8)	(2.5)	(3.7)	(3.5)	(4.2)
Discussed student needs with agency staff	29.0	36.7	26.1	14.3	16.8	14.5	16.7	9.6	10.5	18.6	14.7	8.9
	(1.4)	(2.4)	(2.8)	(2.5)	(1.8)	(2.6)	(3.1)	(1.7)	(2.2)	(3.6)	(3.2)	(4.6)
Number of respondents	5522	780	478	388	749	636	492	673	493	271	481	71

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Coordination Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*											
Referrals of special education students to VR	83.9	84.0	82.7	82.3	84.9	82.4	83.4	83.6	83.3	81.5	84.8
	(2.4)	(2.0)	(2.1)	(1.5)	(2.1)	(2.5)	(1.9)	(1.9)	(1.6)	(2.5)	(2.9)
VR staff involvement in writing IEPs	24.0	25.3	17.4	22.7	21.1	20.8	23.2	22.4	22.7	22.8	19.7
	(2.8)	(2.4)	(2.1)	(1.7)	(2.4)	(2.7)	(2.2)	(2.1)	(1.8)	(2.7)	(3.2)
VR staff being assigned to ongoing work in the school	42.8	34.4	27.8	34.8	33.8	30.4	36.9	35.3	33.7	34.7	36.8
	(3.3)	(2.7)	(2.5)	(1.9)	(2.7)	(3.1)	(2.5)	(2.4)	(2.0)	(3.1)	(3.8)
VR and school staff collaboration in developing programs	34.3	36.1	26.1	32.5	31.9	28.1	34.1	34.1	31.4	33.3	35.0
	(3.1)	(2.7)	(2.4)	(1.9)	(2.7)	(3.0)	(2.5)	(2.4)	(2.0)	(3.1)	(3.8)
No VR contact or no action taken	10.1	9.6	14.5	12.7	9.2	13.6	11.1	10.2	11.9	11.9	9.3
	(2.0)	(1.6)	(1.9)	(1.3)	(1.7)	(2.3)	(1.6)	(1.5)	(1.4)	(2.1)	(2.3)
Number of respondents	1589	1614	1001	3271	2048	1285	1950	2093	3267	1180	832
Percentage in schools that usually or always:											
When students changed schools:											
Transferred IEPs	47.1	34.8	32.9	39.4	33.5	47.5	36.2	27.0	44.1	28.3	17.8
	(3.2)	(2.6)	(2.4)	(1.9)	(2.6)	(3.0)	(2.4)	(2.2)	(2.0)	(2.9)	(2.9)
Transferred files	47.2	35.4	34.8	40.2	34.5	48.8	36.9	27.7	45.0	29.1	19.0
	(3.2)	(2.6)	(2.5)	(1.9)	(2.6)	(3.0)	(2.4)	(2.2)	(2.0)	(2.9)	(3.0)
Discussed student needs with other schools' staff	31.9	25.8	20.4	26.6	24.4	33.5	24.0	19.0	30.3	20.3	12.0
	(3.0)	(2.4)	(2.1)	(1.7)	(2.4)	(2.9)	(2.2)	(1.9)	(1.9)	(2.5)	(2.5)
When students became clients of service agencies:											
Sent files to agencies	39.7	29.7	28.2	33.2	30.1	40.5	30.1	25.0	36.7	26.8	17.3
	(3.2)	(2.5)	(2.5)	(1.9)	(2.6)	(3.1)	(2.4)	(2.2)	(2.0)	(2.9)	(3.0)
Discussed student needs with agency staff	34.5	27.1	25.7	30.0	26.6	36.5	27.3	22.0	33.6	22.8	14.4
	(3.1)	(2.4)	(2.3)	(1.8)	(2.5)	(3.0)	(2.3)	(2.1)	(1.9)	(2.7)	(2.7)
Number of respondents	1696	1718	998	3395	2118	1492	1944	2086	3472	1186	817

* See Appendix for percentage of youth in schools that served 12th grade

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	82.3	83.8	83.7	84.5	83.7	79.9	82.3	82.9	83.5
	(3.0)	(2.5)	(2.1)	(3.0)	(1.6)	(5.6)	(2.3)	(2.4)	(2.7)
VR staff involvement in writing IEPs	21.4	20.8	29.0	25.5	23.7	15.2	18.8	25.3	29.8
	(3.2)	(2.7)	(2.6)	(3.6)	(1.8)	(5.1)	(2.4)	(2.7)	(3.3)
VR staff being assigned to ongoing work in the school	38.7	31.9	35.7	42.8	32.6	25.7	35.7	34.2	35.2
	(3.8)	(3.1)	(2.8)	(4.1)	(2.0)	(6.2)	(2.9)	(3.0)	(3.5)
VR and school staff collaboration in developing programs	28.1	33.4	38.7	34.8	32.5	27.3	29.2	31.3	41.7
	(3.5)	(3.2)	(2.8)	(3.9)	(2.0)	(6.3)	(2.8)	(2.9)	(3.6)
No VR contact or no action taken	11.8	11.2	10.4	8.9	11.6	14.0	11.7	11.2	11.4
	(2.5)	(2.1)	(1.8)	(2.3)	(1.4)	(4.9)	(2.0)	(2.0)	(2.3)
Number of respondents	935	1228	1795	962	3023	394	1363	1447	1431
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	41.4	43.4	41.0	50.1	39.2	35.0	41.2	39.7	45.5
	(3.6)	(3.2)	(2.7)	(3.9)	(2.0)	(6.3)	(2.9)	(3.0)	(3.4)
Transferred files	42.1	44.5	42.5	50.0	40.1	38.4	41.3	42.1	46.1
	(3.6)	(3.2)	(2.7)	(3.9)	(2.0)	(6.5)	(2.8)	(3.0)	(3.4)
Discussed student needs with other schools' staff	28.0	26.7	31.4	32.4	28.3	23.0	26.4	28.4	32.7
	(3.3)	(2.9)	(2.6)	(3.7)	(1.9)	(5.7)	(2.6)	(2.8)	(3.2)
When students became clients of service agencies:									
Sent files to agencies	31.7	38.2	36.2	39.0	33.6	31.1	34.8	33.7	38.6
	(3.6)	(3.2)	(2.7)	(3.9)	(2.0)	(6.5)	(2.8)	(2.9)	(3.4)
Discussed student needs with agency staff	31.5	33.0	33.6	37.3	30.8	29.5	31.5	32.6	34.1
	(3.5)	(3.1)	(2.7)	(3.8)	(1.9)	(6.3)	(2.7)	(2.9)	(3.3)
Number of respondents	988	1280	1874	1012	3140	414	1454	1496	1493

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Programming Characteristics	Total	Primary Disability Category										
		Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Of students in schools with 12th grade, percentage in schools that usually or always:*												
Focused IEPs for seniors on the period after secondary school	10.5	12.5	9.4	7.1	7.4	5.5	5.6	2.6	6.4	6.7	7.0	3.3
	(1.0)	(1.7)	(1.9)	(1.9)	(1.3)	(1.7)	(2.0)	(1.0)	(1.9)	(2.3)	(2.3)	(2.9)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	13.5	16.4	12.6	5.6	9.4	8.6	8.0	4.5	5.8	9.5	7.8	8.0
	(1.1)	(1.9)	(2.2)	(1.7)	(1.4)	(2.1)	(2.4)	(1.2)	(1.7)	(2.8)	(2.4)	(4.3)
Number of respondents	5267	776	466	374	711	611	450	642	455	260	430	71
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	16.1	14.3	15.1	15.1	20.5	21.7	21.9	17.3	22.3	13.8	20.4	25.4
	(1.2)	(1.8)	(2.4)	(2.7)	(2.0)	(3.2)	(3.6)	(2.2)	(3.1)	(3.3)	(3.6)	(6.9)
Number of respondents	5311	775	453	368	715	616	439	683	475	258	457	72
Average number of years school transition programs operated	4.5	4.3	6.0	5.7	3.7	3.4	5.5	4.7	6.6	5.5	9.8	16.5
	(0.4)	(0.5)	(0.8)	(0.9)	(0.4)	(0.5)	(1.0)	(0.5)	(0.5)	(1.5)	(2.4)	(9.7)
Number of respondents	1024	105	80	57	148	146	81	109	105	32	139	22

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 14B: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Programming Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of students in schools with 12th grade, percentage in schools that usually or always:*											
Focused IEPs for seniors on the period after secondary school	12.5	9.7	9.5	11.0	9.2	12.6	10.3	8.4	12.0	8.4	6.5
	(2.2)	(1.6)	(1.6)	(1.2)	(1.7)	(2.2)	(1.6)	(1.4)	(1.4)	(1.8)	(2.0)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	19.8	13.5	8.5	13.9	12.5	18.5	11.4	11.1	16.1	9.6	6.6
	(2.6)	(1.9)	(1.5)	(1.4)	(1.9)	(2.6)	(1.7)	(1.6)	(1.6)	(1.9)	(2.0)
Number of respondents	1577	1608	1023	3244	2014	1262	1932	2073	3210	1185	822
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	17.8	17.9	13.1	15.2	18.0	15.8	15.1	17.8	16.2	14.4	17.1
	(2.6)	(2.2)	(1.8)	(1.4)	(2.2)	(2.4)	(1.9)	(1.9)	(1.6)	(2.3)	(3.0)
Number of respondents	1561	1583	1033	3269	2034	1278	1932	2101	3253	1186	822
Average number of years school transition programs operated	5.0	5.0	2.9	4.5	4.5	4.3	4.6	4.5	4.6	4.5	4.2
	(0.7)	(0.5)	(0.5)	(0.4)	(0.6)	(0.6)	(0.5)	(0.6)	(0.4)	(0.8)	(0.9)
Number of respondents	309	315	160	603	420	249	350	425	625	219	169

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14C: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	11.7	11.8	12.1	10.8	11.2	18.0	10.2	11.5	14.7
	(2.5)	(2.2)	(1.9)	(2.6)	(1.3)	(5.4)	(1.8)	(2.0)	(2.6)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	17.7	14.4	15.1	17.6	13.7	18.0	13.5	15.7	17.6
	(3.0)	(2.3)	(2.1)	(3.1)	(1.5)	(5.4)	(2.1)	(2.3)	(2.8)
Number of respondents	931	1193	1787	933	2989	396	1352	1438	1401
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	18.4	13.5	17.9	23.7	15.0	11.5	14.7	15.8	21.0
	(3.0)	(2.3)	(2.2)	(3.5)	(1.5)	(4.6)	(2.1)	(2.3)	(3.0)
Number of respondents	944	1228	1792	949	3041	388	1384	1455	1407
Average number of years school transition programs operated	4.2	4.0	4.9	4.7	4.4	3.6	4.6	3.9	4.7
	(0.8)	(0.7)	(0.6)	(0.7)	(0.5)	(0.9)	(0.6)	(0.7)	(0.8)
Number of respondents	161	235	382	168	629	59	238	287	307

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY DISABILITY CATEGORIES

Educational Placements	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in:												
Grades 7 or 8	13.1	14.0	15.4	19.4	9.9	13.4	12.0	8.1	12.5	12.9	6.3	0.4
	(1.0)	(1.7)	(2.2)	(2.8)	(1.3)	(2.5)	(2.5)	(1.7)	(2.3)	(2.9)	(2.0)	(1.0)
Grades 9 or 10	41.2	44.1	50.5	48.8	32.8	34.6	38.6	28.1	28.7	36.3	16.2	1.4
	(1.5)	(2.4)	(3.0)	(3.5)	(2.0)	(3.5)	(3.7)	(2.8)	(3.1)	(4.2)	(3.0)	(1.9)
Grades 11 or 12	36.4	39.5	27.9	29.2	33.7	38.2	44.4	50.9	42.7	39.6	17.4	8.3
	(1.4)	(2.4)	(2.7)	(3.2)	(2.1)	(3.6)	(3.8)	(3.1)	(3.4)	(4.3)	(3.0)	(4.4)
Ungraded programs	9.3	2.4	6.2	2.6	23.6	13.8	5.0	12.9	16.1	11.2	60.0	89.8
	(0.9)	(0.7)	(1.4)	(1.1)	(1.9)	(2.6)	(1.7)	(2.1)	(2.5)	(2.7)	(3.9)	(4.8)
Number of respondents	6137	881	544	409	928	645	554	704	548	303	550	71
Percentage in:												
Special schools for youth with disabilities	9.3	2.0	15.4	5.0	18.3	37.8	11.1	65.9	15.4	13.1	44.8	96.7
	(0.9)	(0.7)	(2.1)	(1.5)	(1.7)	(3.4)	(2.4)	(2.8)	(2.4)	(2.8)	(3.8)	(2.5)
Regular schools but in no regular education classes	11.6	7.2	11.3	7.1	20.9	6.9	6.9	5.1	19.9	16.7	31.8	2.9
	(0.9)	(1.2)	(1.9)	(1.8)	(1.7)	(1.8)	(1.9)	(1.3)	(2.7)	(3.1)	(3.6)	(2.4)
Regular education classes for nonacademics* only	28.3	26.7	18.8	17.0	40.9	6.2	27.0	10.1	18.8	12.3	14.0	0.0
	(1.3)	(2.1)	(2.3)	(2.6)	(2.1)	(1.7)	(3.3)	(1.8)	(2.6)	(2.8)	(2.7)	(0.0)
Regular education classes for some academics*	42.9	54.7	44.5	49.1	18.4	33.1	47.7	17.0	35.3	39.4	7.8	0.0
	(1.5)	(2.4)	(2.9)	(3.5)	(1.7)	(3.3)	(3.8)	(2.3)	(3.2)	(4.1)	(2.1)	(0.0)
All regular education classes	7.9	9.4	10.0	21.8	1.5	16.1	7.3	1.9	10.5	18.5	1.6	0.4
	(0.8)	(1.4)	(1.8)	(2.9)	(0.5)	(2.6)	(2.0)	(0.8)	(2.1)	(3.3)	(1.0)	(0.9)
Number of respondents	6499	897	571	429	961	712	578	764	574	321	603	89
Average percentage of class time in regular education classes:												
As a whole	51.8	62.8	50.7	74.3	27.2	55.1	57.3	24.7	41.6	57.5	10.5	2.7
	(1.1)	(1.6)	(2.3)	(2.6)	(1.3)	(3.5)	(2.8)	(2.2)	(2.8)	(3.8)	(1.9)	(1.9)
In grades 7 or 8	53.7	58.5	49.6	64.9	40.6	52.2	51.8	21.9	51.6	45.8	23.2	---
	(3.3)	(5.2)	(6.5)	(7.5)	(4.7)	(10.4)	(9.1)	(6.8)	(8.6)	(10.8)	(8.8)	
In grades 9 or 10	56.2	63.4	51.7	80.1	33.8	61.2	58.8	26.1	48.5	73.1	15.8	---
	(1.9)	(2.7)	(3.5)	(3.8)	(2.2)	(5.5)	(4.3)	(4.0)	(5.0)	(5.1)	(5.4)	
In grades 11 or 12	57.4	66.6	56.8	77.2	32.8	68.2	61.5	30.4	46.6	61.9	28.9	---
	(1.7)	(2.1)	(3.6)	(3.5)	(2.1)	(5.3)	(4.1)	(3.3)	(4.4)	(5.9)	(6.4)	
In ungraded programs	6.5	15.9	15.9	---	4.0	1.8	18.3	1.7	10.6	4.5	1.6	0.0
	(1.2)	(6.5)	(7.6)		(1.0)	(1.5)	(8.3)	(1.7)	(3.7)	(2.9)	(0.7)	(0.0)
Number of respondents	5752	833	509	382	878	564	525	690	505	291	509	66

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

139

Table 15B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

	Community			Gender		Age in 1987			School Status		
Educational Placements	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in:											
Grades 7 or 8	13.2	9.6	14.4	12.5	14.6	35.1	3.1	0.4	16.6	4.8	7.8
	(2.1)	(1.6)	(1.8)	(1.2)	(1.8)	(2.8)	(0.9)	(0.3)	(1.5)	(1.3)	(1.8)
Grades 9 or 10	43.8	42.0	40.8	41.6	40.3	56.0	50.6	9.7	50.8	21.6	21.5
	(3.1)	(2.6)	(2.5)	(1.8)	(2.6)	(2.9)	(2.5)	(1.4)	(2.0)	(2.5)	(2.8)
Grades 11 or 12	33.7	40.6	37.7	37.6	33.9	1.9	39.6	74.3	23.3	62.8	63.4
	(2.9)	(2.6)	(2.5)	(1.8)	(2.5)	(0.8)	(2.4)	(2.0)	(1.7)	(2.9)	(3.3)
Ungraded programs	9.3	7.8	7.1	8.3	11.2	7.0	6.7	15.7	9.3	10.7	7.3
	(1.8)	(1.4)	(1.3)	(1.0)	(1.6)	(1.5)	(1.2)	(1.7)	(1.1)	(1.9)	(1.8)
Number of respondents	1839	1810	1154	3723	2398	1651	2158	2328	3754	1281	1026
Percentage in:											
Special schools for youth with disabilities	10.9	8.3	2.8	8.6	10.7	6.7	8.1	14.3	9.8	10.3	6.5
	(1.9)	(1.5)	(0.8)	(1.0)	(1.6)	(1.4)	(1.3)	(1.6)	(1.1)	(1.8)	(1.7)
Regular schools but in no regular education classes	15.7	8.4	10.5	10.9	13.0	12.7	8.4	14.8	10.7	13.8	11.7
	(2.2)	(1.5)	(1.5)	(1.1)	(1.7)	(1.9)	(1.3)	(1.6)	(1.2)	(2.1)	(2.2)
Regular education classes for nonacademics* only	35.4	26.8	27.7	28.1	29.0	26.6	28.3	30.4	26.3	31.4	32.8
	(2.9)	(2.3)	(2.3)	(1.6)	(2.3)	(2.5)	(2.2)	(2.1)	(1.7)	(2.8)	(3.2)
Regular education classes for some academics*	28.9	48.4	50.7	44.6	39.4	45.7	46.0	35.0	44.6	35.7	44.9
	(2.8)	(2.6)	(2.5)	(1.8)	(2.5)	(2.8)	(2.4)	(2.2)	(1.9)	(2.9)	(3.4)
All regular education classes	9.1	8.1	8.2	7.8	7.9	8.3	9.2	5.5	8.6	8.7	4.1
	(1.7)	(1.4)	(1.4)	(1.0)	(1.4)	(1.6)	(1.4)	(1.0)	(1.1)	(1.7)	(1.3)
Number of respondents	1936	1855	1178	3953	2530	1738	2278	2483	3986	1366	1060
Average percentage of class time in regular education classes:											
As a whole	41.3	55.9	58.8	52.8	49.5	52.0	56.1	45.3	52.6	48.5	53.2
	(2.3)	(1.9)	(1.7)	(1.3)	(2.0)	(2.1)	(1.7)	(1.8)	(1.4)	(2.3)	(2.5)
In grades 7 or 8	46.2	54.9	64.6	49.4	62.0	54.3	48.5	---	55.7	43.0	50.7
	(6.9)	(6.4)	(4.1)	(4.1)	(5.7)	(3.6)	(8.9)		(3.6)	(14.8)	(10.4)
In grades 9 or 10	42.2	61.7	63.0	57.6	53.2	56.2	57.8	44.6	57.4	47.2	57.5
	(3.6)	(3.2)	(2.6)	(2.2)	(3.5)	(2.8)	(2.5)	(6.2)	(2.1)	(5.8)	(6.7)
In grades 11 or 12	46.6	59.5	62.2	58.9	53.7	36.6	63.0	53.7	58.2	56.6	57.0
	(3.9)	(2.7)	(2.4)	(2.0)	(3.0)	(23.8)	(2.5)	(2.0)	(2.8)	(2.6)	(2.9)
In ungraded programs	9.5	7.9	6.5	5.9	7.5	10.6	6.4	4.3	7.1	5.0	6.3
	(3.8)	(2.5)	(2.1)	(1.4)	(2.3)	(3.0)	(2.4)	(1.4)	(1.7)	(1.9)	(2.4)
Number of respondents	1715	1727	1079	3517	2225	1552	2040	2160	3571	1181	934

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15C: EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

	Household Income			Ethnicity			Head of Household's Education		
Educational Placements	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	14.7	11.7	8.2	16.1	9.9	10.1	14.9	8.8	9.4
	(2.5)	(2.1)	(1.5)	(2.8)	(1.2)	(4.0)	(2.0)	(1.7)	(2.1)
Grades 9 or 10	39.0	43.0	41.4	39.5	42.5	47.0	41.0	42.6	41.7
	(3.5)	(3.2)	(2.8)	(3.7)	(2.0)	(6.6)	(2.8)	(3.0)	(3.5)
Grades 11 or 12	35.3	36.0	42.5	32.6	38.5	32.0	35.6	40.7	35.5
	(3.4)	(3.1)	(2.8)	(3.6)	(2.0)	(6.2)	(2.7)	(3.0)	(3.4)
Ungraded programs	11.1	9.3	7.9	11.7	9.1	10.8	8.5	7.9	13.4
	(2.3)	(1.9)	(1.5)	(2.4)	(1.2)	(4.1)	(1.6)	(1.6)	(2.4)
Number of respondents	1048	1347	1942	1087	3268	444	1512	1581	1543
Percentage in:									
Special schools for youth with disabilities	9.3	9.3	12.2	12.3	9.6	12.0	8.7	8.8	14.8
	(2.1)	(1.8)	(1.8)	(2.4)	(1.2)	(4.2)	(1.6)	(1.7)	(2.4)
Regular schools but in no regular education classes	16.5	12.0	7.1	15.4	9.5	16.1	13.3	10.5	11.8
	(2.6)	(2.0)	(1.4)	(2.7)	(1.2)	(4.8)	(1.9)	(1.8)	(2.2)
Regular education classes for nonacademics* only	37.6	27.7	16.9	33.7	25.1	35.0	32.2	28.0	17.3
	(3.4)	(2.8)	(2.1)	(3.5)	(1.8)	(6.2)	(2.6)	(2.7)	(2.6)
Regular education classes for some academics*	31.9	41.1	51.4	31.5	46.2	29.4	39.6	44.1	42.5
	(3.3)	(3.1)	(2.8)	(3.4)	(2.0)	(5.9)	(2.7)	(2.9)	(3.4)
All regular education classes	4.8	9.8	12.4	7.2	9.5	7.6	6.1	8.6	13.6
	(1.5)	(1.9)	(1.8)	(1.9)	(1.2)	(3.4)	(1.3)	(1.7)	(2.4)
Number of respondents	1117	1447	2064	1165	3471	492	1625	1677	1652
Average percentage of class time in regular education classes:									
As a whole	40.2	52.5	61.3	42.8	56.0	37.6	47.5	53.4	55.3
	(2.5)	(2.3)	(2.1)	(2.7)	(1.5)	(5.2)	(2.0)	(2.2)	(2.8)
In grades 7 or 8	46.6	56.8	62.4	50.2	58.9	42.8	50.2	56.0	63.0
	(6.8)	(7.1)	(6.9)	(7.5)	(4.8)	(18.1)	(6.0)	(7.1)	(8.2)
In grades 9 or 10	44.8	56.6	68.5	44.6	62.0	46.2	51.5	59.2	61.2
	(4.4)	(3.8)	(3.4)	(4.5)	(2.5)	(7.8)	(3.3)	(3.7)	(4.9)
In grades 11 or 12	42.0	58.5	64.6	48.7	60.3	35.2	52.4	56.0	62.7
	(3.9)	(3.4)	(2.9)	(4.7)	(2.1)	(8.5)	(3.2)	(3.2)	(3.9)
In ungraded programs	9.8	3.7	5.1	10.0	5.8	2.3	2.7	4.2	11.7
	(3.5)	(1.7)	(2.4)	(3.7)	(1.4)	(3.8)	(1.2)	(1.8)	(4.1)
Number of respondents	991	1270	1829	1039	3067	412	1428	1493	1448

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY DISABILITY CATEGORIES

Course Taking	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average percentage of class time spent in academic* subjects:												
As a whole	52.0	54.5	58.9	58.9	43.7	51.0	56.1	53.0	53.0	53.7	27.7	7.9
	(0.7)	(0.9)	(1.3)	(1.4)	(1.2)	(1.8)	(1.5)	(1.4)	(1.8)	(2.1)	(2.3)	(2.8)
In regular education classes	23.3	29.0	26.3	43.6	6.9	32.7	28.7	11.7	24.8	33.0	4.5	0.4
	(0.8)	(1.3)	(1.7)	(2.2)	(0.7)	(2.5)	(2.3)	(1.4)	(2.1)	(2.7)	(1.2)	(1.0)
In special education classes	28.7	25.6	32.5	15.3	36.8	18.4	27.4	41.3	28.2	20.7	23.2	7.5
	(0.8)	(1.3)	(1.8)	(1.7)	(1.2)	(1.9)	(2.1)	(1.7)	(2.1)	(2.5)	(2.2)	(2.6)
Number of respondents	5785	838	516	385	881	565	530	692	508	293	511	66
Average percentage of class time spent in nonacademic* subjects:												
As a whole	16.1	14.2	13.5	14.9	20.3	20.3	13.5	12.6	18.6	16.3	39.7	55.7
	(0.7)	(0.8)	(1.1)	(1.3)	(1.3)	(1.9)	(1.3)	(1.3)	(1.7)	(1.8)	(3.1)	(5.8)
In regular education classes	6.5	7.7	6.0	9.3	4.0	7.5	6.7	2.5	5.9	7.0	1.6	0.0
	(0.3)	(0.5)	(0.6)	(0.8)	(0.3)	(0.9)	(0.7)	(0.4)	(0.8)	(0.9)	(0.5)	(0.0)
In special education classes	9.6	6.4	7.5	5.6	16.3	12.8	6.8	10.1	12.7	9.4	38.1	55.7
	(0.7)	(0.8)	(1.1)	(1.3)	(1.3)	(1.9)	(1.2)	(1.2)	(1.7)	(1.8)	(3.2)	(5.8)
Number of respondents	5785	838	516	385	881	565	530	692	508	293	511	66
Percentage taking English/language arts classes:												
As a whole	89.8	94.7	93.4	94.4	79.0	87.0	94.6	89.4	84.6	88.9	52.5	19.6
	(0.9)	(1.1)	(1.5)	(1.7)	(1.8)	(2.7)	(1.8)	(1.9)	(2.6)	(2.8)	(3.9)	(6.6)
In regular education classes	37.1	45.2	46.4	66.5	11.8	52.1	43.9	16.2	38.8	52.5	6.5	0.5
	(1.5)	(2.5)	(3.1)	(3.5)	(1.4)	(4.0)	(3.9)	(2.3)	(3.5)	(4.4)	(1.9)	(1.2)
In special education classes	58.9	56.1	56.5	32.6	71.7	37.3	56.7	75.8	49.6	39.1	47.4	19.0
	(1.5)	(2.5)	(3.1)	(3.4)	(2.0)	(3.8)	(3.9)	(2.7)	(3.6)	(4.3)	(3.9)	(6.5)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66
Percentage taking mathematics classes:												
As a whole	74.3	75.5	80.9	82.8	69.3	73.4	79.9	79.2	70.9	74.0	46.1	15.9
	(1.4)	(2.1)	(2.4)	(2.8)	(2.1)	(3.5)	(3.2)	(2.5)	(3.3)	(3.9)	(3.9)	(6.0)
In regular education classes	31.7	39.5	35.0	59.8	9.5	41.4	48.2	21.6	30.8	42.7	7.0	0.5
	(1.4)	(2.4)	(3.0)	(3.6)	(1.3)	(3.9)	(3.9)	(2.6)	(3.3)	(4.4)	(2.0)	(1.2)
In special education classes	43.8	37.2	48.0	23.6	60.9	32.1	34.5	58.3	40.3	32.2	39.3	15.3
	(1.5)	(2.4)	(3.1)	(3.1)	(2.2)	(3.7)	(3.8)	(3.1)	(3.5)	(4.1)	(3.8)	(6.0)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

Course Taking	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average percentage of class time spent in academic* subjects:											
As a whole	56.5	50.5	51.6	52.4	51.0	58.4	52.7	43.2	53.7	47.3	50.2
	(1.3)	(1.2)	(1.1)	(0.8)	(1.3)	(1.2)	(1.0)	(1.2)	(0.8)	(1.5)	(1.7)
In regular education classes	17.9	26.5	25.4	23.7	22.4	26.6	25.2	16.6	25.0	19.0	21.0
	(1.7)	(1.5)	(1.3)	(1.0)	(1.5)	(1.6)	(1.3)	(1.1)	(1.1)	(1.5)	(1.8)
In special education classes	38.5	23.9	26.2	28.8	28.6	31.8	27.6	26.6	28.7	28.3	29.2
	(1.8)	(1.4)	(1.2)	(1.0)	(1.4)	(1.7)	(1.3)	(1.2)	(1.1)	(1.7)	(1.9)
Number of respondents	1729	1733	1083	3537	2238	1557	2054	2174	3584	1189	945
Average percentage of class time spent in nonacademic* subjects:											
As a whole	10.9	17.7	16.4	15.2	18.2	17.1	14.5	17.2	16.1	16.3	14.5
	(0.9)	(1.2)	(1.1)	(0.8)	(1.3)	(1.3)	(1.0)	(1.2)	(0.9)	(1.5)	(1.4)
In regular education classes	5.5	6.8	7.8	5.9	7.9	7.5	6.6	5.3	6.7	6.0	6.4
	(0.6)	(0.5)	(0.5)	(0.3)	(0.6)	(0.6)	(0.5)	(0.5)	(0.4)	(0.6)	(0.7)
In special education classes	5.4	10.9	8.6	9.3	10.3	9.6	7.9	11.9	9.4	10.3	8.0
	(0.8)	(1.2)	(1.1)	(0.8)	(1.3)	(1.2)	(1.0)	(1.2)	(0.8)	(1.5)	(1.4)
Number of respondents	1729	1733	1083	3537	2238	1557	2054	2174	3584	1189	945
Percentage taking English/language arts classes:											
As a whole	93.3	89.6	90.6	90.7	87.9	93.2	93.0	81.1	91.7	85.4	88.1
	(1.6)	(1.7)	(1.5)	(1.1)	(1.8)	(1.5)	(1.3)	(1.9)	(1.1)	(2.2)	(2.3)
In regular education classes	27.7	46.0	37.3	36.7	37.8	41.3	40.0	27.7	40.1	32.1	31.0
	(2.9)	(2.7)	(2.5)	(1.8)	(2.6)	(2.9)	(2.5)	(2.1)	(2.0)	(2.9)	(3.3)
In special education classes	69.9	49.8	61.8	59.8	56.9	60.2	58.2	58.2	58.4	58.7	61.9
	(2.9)	(2.7)	(2.5)	(1.9)	(2.7)	(2.9)	(2.5)	(2.4)	(2.0)	(3.1)	(3.5)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945
Percentage taking mathematics classes:											
As a whole	78.2	74.1	72.2	74.0	74.8	90.6	75.9	52.3	81.3	59.2	61.3
	(2.6)	(2.4)	(2.3)	(1.7)	(2.3)	(1.7)	(2.1)	(2.4)	(1.6)	(3.1)	(3.5)
In regular education classes	22.6	36.5	34.5	32.6	30.0	39.4	35.3	17.4	35.9	22.0	25.2
	(2.7)	(2.6)	(2.5)	(1.8)	(2.5)	(2.9)	(2.4)	(1.8)	(1.9)	(2.6)	(3.1)
In special education classes	56.3	38.7	39.8	42.9	45.7	52.6	42.0	35.8	46.8	38.3	37.0
	(3.2)	(2.7)	(2.6)	(1.9)	(2.7)	(3.0)	(2.5)	(2.3)	(2.0)	(3.0)	(3.4)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	52.0	51.4	52.3	55.1	50.9	52.7	53.0	51.4	51.3
	(1.7)	(1.4)	(1.2)	(1.7)	(0.9)	(3.4)	(1.3)	(1.3)	(1.6)
In regular education classes	15.4	22.8	30.5	18.0	25.1	18.7	19.8	23.5	27.9
	(1.7)	(1.7)	(1.5)	(2.0)	(1.1)	(3.7)	(1.5)	(1.6)	(2.0)
In special education classes	36.6	28.6	21.8	37.1	25.7	34.0	33.2	27.8	23.4
	(2.0)	(1.7)	(1.4)	(2.1)	(1.1)	(4.3)	(1.6)	(1.6)	(1.9)
Number of respondents	996	1280	1835	1042	3085	418	1436	1504	1455
Average percentage of class time spent in nonacademic* subjects:									
As a whole	14.7	16.9	16.4	12.2	16.5	19.7	15.1	14.7	18.9
	(1.6)	(1.4)	(1.1)	(1.4)	(0.9)	(3.7)	(1.3)	(1.1)	(1.6)
In regular education classes	5.4	7.3	7.8	5.0	7.3	5.2	6.2	6.5	8.1
	(0.6)	(0.7)	(0.6)	(0.7)	(0.4)	(1.2)	(0.6)	(0.6)	(0.8)
In special education classes	9.3	9.6	8.6	7.2	9.1	14.6	9.0	8.1	10.8
	(1.6)	(1.4)	(1.1)	(1.3)	(0.9)	(3.7)	(1.2)	(1.1)	(1.6)
Number of respondents	996	1280	1835	1042	3085	418	1436	1504	1455
Percentage taking English/language arts classes:									
As a whole	90.4	89.8	91.2	92.4	90.2	86.9	90.4	90.7	90.3
	(2.2)	(2.0)	(1.6)	(2.1)	(1.3)	(4.6)	(1.7)	(1.8)	(2.2)
In regular education classes	24.8	36.5	50.6	27.4	41.6	32.6	31.6	37.6	47.2
	(3.2)	(3.2)	(2.9)	(3.5)	(2.1)	(6.5)	(2.7)	(3.0)	(3.6)
In special education classes	70.2	58.9	49.1	70.1	55.4	57.8	65.6	58.3	48.8
	(3.4)	(3.2)	(2.9)	(3.5)	(2.1)	(6.8)	(2.8)	(3.1)	(3.6)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455
Percentage taking mathematics classes:									
As a whole	74.2	76.2	74.7	78.8	73.6	74.8	74.7	76.1	75.6
	(3.2)	(2.8)	(2.5)	(3.2)	(1.9)	(6.0)	(2.5)	(2.6)	(3.1)
In regular education classes	21.0	30.9	44.5	22.6	35.3	25.6	25.8	34.7	39.4
	(3.0)	(3.0)	(2.9)	(3.2)	(2.0)	(6.0)	(2.6)	(2.9)	(3.6)
In special education classes	54.4	46.3	33.0	56.9	40.3	49.3	49.9	42.5	39.3
	(3.7)	(3.3)	(2.7)	(3.8)	(2.1)	(6.9)	(2.9)	(3.1)	(3.6)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY DISABILITY CATEGORIES (Concluded)

Course Taking	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage taking science classes:												
As a whole	54.3	58.3	65.7	71.2	40.8	52.8	58.4	52.5	46.7	52.6	20.7	2.0
	(1.5)	(2.5)	(2.9)	(3.3)	(2.2)	(4.0)	(3.9)	(3.1)	(3.6)	(4.4)	(3.2)	(2.3)
In regular education classes	30.3	38.2	32.4	58.0	9.6	31.3	32.7	12.3	23.8	40.9	5.2	0.5
	(1.4)	(2.4)	(2.9)	(3.6)	(1.3)	(3.7)	(3.7)	(2.0)	(3.1)	(4.3)	(1.7)	(1.2)
In special education classes	24.7	21.0	33.9	13.8	31.6	21.5	26.0	40.5	23.2	13.2	15.5	1.5
	(1.3)	(2.0)	(2.9)	(2.5)	(2.1)	(3.3)	(3.5)	(3.1)	(3.0)	(3.0)	(2.8)	(2.0)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66
Percentage taking other academic* classes:												
As a whole	70.1	75.9	79.0	77.1	54.2	75.6	74.4	66.9	71.2	72.0	30.8	11.0
	(1.4)	(2.1)	(2.5)	(3.1)	(2.2)	(3.4)	(3.4)	(2.9)	(3.3)	(4.0)	(3.6)	(5.2)
In regular education classes	36.8	46.9	38.1	60.2	11.4	52.5	42.9	16.1	38.1	50.0	6.1	0.5
	(1.5)	(2.5)	(3.0)	(3.6)	(1.4)	(4.0)	(3.9)	(2.3)	(3.5)	(4.4)	(1.9)	(1.2)
In special education classes	34.7	30.8	43.1	17.3	43.6	24.1	34.1	51.7	35.3	23.7	25.1	9.8
	(1.5)	(2.3)	(3.1)	(2.8)	(2.2)	(3.4)	(3.7)	(3.1)	(3.4)	(3.8)	(3.4)	(4.9)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66
Percentage taking nonacademic* classes:												
As a whole	86.7	87.4	87.3	88.7	85.3	91.9	84.3	79.2	80.0	84.7	87.2	92.6
	(1.0)	(1.7)	(2.1)	(2.3)	(1.6)	(2.2)	(2.9)	(2.5)	(2.9)	(3.2)	(2.6)	(4.3)
In regular education classes	65.8	74.8	63.0	78.6	50.7	52.1	69.3	29.4	36.9	58.7	12.7	0.5
	(1.5)	(2.2)	(3.0)	(3.0)	(2.2)	(4.0)	(3.6)	(2.8)	(3.5)	(4.4)	(2.6)	(1.2)
In special education classes	37.3	31.4	40.5	24.6	46.7	51.6	36.3	58.0	57.6	42.5	78.1	92.0
	(1.5)	(2.3)	(3.0)	(3.2)	(2.2)	(4.0)	(3.8)	(3.1)	(3.5)	(4.4)	(3.2)	(4.5)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66
Percentage taking nonsubject-specific special education classes**	9.2	7.6	13.9	5.5	10.8	10.3	10.6	23.0	14.0	8.0	5.9	2.3
	(0.9)	(1.3)	(2.1)	(1.7)	(1.4)	(2.4)	(2.4)	(2.6)	(2.5)	(2.4)	(1.8)	(2.5)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 168: COURSE-TAKING BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Concluded)

Course Taking	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage taking science classes:											
As a whole	55.8	54.3	55.0	55.5	51.7	75.2	54.6	28.7	62.0	38.1	39.7
	(3.2)	(2.7)	(2.6)	(1.9)	(2.7)	(2.6)	(2.5)	(2.2)	(2.0)	(3.0)	(3.5)
In regular education classes	22.0	32.5	36.1	31.1	28.6	42.2	31.1	14.9	35.0	17.3	25.4
	(2.6)	(2.6)	(2.5)	(1.8)	(2.4)	(3.0)	(2.3)	(1.7)	(1.9)	(2.4)	(3.1)
In special education classes	34.6	21.8	20.0	25.4	23.2	34.0	24.2	14.1	27.8	21.1	15.0
	(3.0)	(2.3)	(2.1)	(1.6)	(2.3)	(2.8)	(2.1)	(1.7)	(1.8)	(2.5)	(2.5)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945
Percentage taking other academic* classes:											
As a whole	76.1	69.5	70.2	70.4	69.5	72.8	72.3	63.5	70.2	70.6	69.8
	(2.7)	(2.5)	(2.4)	(1.7)	(2.5)	(2.7)	(2.2)	(2.3)	(1.8)	(2.8)	(3.3)
In regular education classes	27.4	41.1	43.3	37.7	34.9	38.7	39.2	31.2	37.6	36.4	34.2
	(2.8)	(2.7)	(2.6)	(1.8)	(2.6)	(2.9)	(2.4)	(2.2)	(2.0)	(3.0)	(3.4)
In special education classes	50.1	30.1	28.7	34.5	35.5	35.0	34.3	35.0	33.5	37.0	37.8
	(3.2)	(2.5)	(2.4)	(1.8)	(2.6)	(2.9)	(2.4)	(2.3)	(1.9)	(3.0)	(3.4)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945
Percentage taking nonacademic* classes:											
As a whole	84.0	88.7	86.1	86.3	87.5	94.7	87.2	76.3	90.0	81.8	76.9
	(2.3)	(1.7)	(1.8)	(1.3)	(1.8)	(1.3)	(1.7)	(2.0)	(1.2)	(2.4)	(3.0)
In regular education classes	62.2	69.5	70.2	65.8	65.6	75.9	68.5	49.6	69.2	58.4	60.9
	(3.1)	(2.5)	(2.4)	(1.8)	(2.5)	(2.6)	(2.3)	(2.4)	(1.9)	(3.1)	(3.5)
In special education classes	36.4	39.8	31.2	36.7	38.7	39.2	35.0	38.5	38.7	34.4	32.9
	(3.1)	(2.7)	(2.4)	(1.8)	(2.6)	(2.9)	(2.4)	(2.3)	(2.0	(3.0)	(3.3)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945
Percentage taking nonsubject-specific special education classes**	9.8	10.3	8.1	9.1	9.5	8.4	10.0	8.8	9.2	9.0	9.9
	(1.9)	(1.7)	(1.4)	(1.1)	(1.6)	(1.7)	(1.5)	(1.4)	(1.2)	(1.8)	(2.1)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Concluded)

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	54.5	53.2	55.7	59.8	53.4	42.0	51.3	57.8	53.8
	(3.7)	(3.3)	(2.9)	(3.8)	(2.1)	(6.8)	(2.9)	(3.1)	(3.6)
In regular education classes	22.4	31.1	37.0	25.2	32.5	20.1	26.3	31.4	35.7
	(3.1)	(3.0)	(2.8)	(3.4)	(2.0)	(5.5)	(2.6)	(2.9)	(3.5)
In special education classes	32.8	23.1	19.3	35.0	21.6	23.8	26.0	26.9	18.8
	(3.5)	(2.8)	(2.3)	(3.7)	(1.7)	(5.9)	(2.6)	(2.7)	(2.8)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455
Percentage taking other academic* classes:									
As a whole	68.6	70.2	72.5	71.3	70.1	67.0	67.5	70.5	73.9
	(3.4)	(3.0)	(2.6)	(3.5)	(1.9)	(6.5)	(2.7)	(2.8)	(3.2)
In regular education classes	23.9	36.0	47.4	27.1	40.5	27.1	30.3	37.0	44.8
	(3.1)	(3.2)	(2.9)	(3.4)	(2.1)	(6.1)	(2.7)	(3.0)	(3.6)
In special education classes	45.9	35.9	26.7	45.1	31.4	40.4	38.9	35.4	29.8
	(3.7)	(3.2)	(2.5)	(3.9)	(2.0)	(6.8)	(2.8)	(3.0)	(3.3)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455
Percentage taking nonacademic* classes:									
As a whole	82.9	88.4	89.2	83.6	87.3	88.4	84.7	85.8	91.9
	(2.8)	(2.1)	(1.8)	(2.9)	(1.4)	(4.4)	(2.1)	(2.2)	(2.0)
In regular education classes	58.1	69.5	69.5	62.4	67.3	58.1	64.6	66.8	65.7
	(3.6)	(3.0)	(2.6)	(3.8)	(2.0)	(6.8)	(2.8)	(2.9)	(3.5)
In special education classes	39.8	37.6	36.4	33.5	37.6	51.6	35.5	38.0	42.5
	(3.6)	(3.2)	(2.8)	(3.7)	(2.0)	(6.9)	(2.8)	(3.0)	(3.6)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455
Percentage taking nonsubject-specific special education classes**	10.1*	10.5	9.5	7.9	10.5	7.6	9.2	11.1	9.1
	(2.2)	(2.0)	(1.7)	(2.1)	(1.3)	(3.7)	(1.7)	(1.9)	(2.1)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY DISABILITY CATEGORIES

Vocational Education Courses	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Percentage enrolled in:												
Any vocational education	60.7	60.7	51.9	53.3	66.7	57.3	60.2	76.5	51.4	55.2	47.8	60.0
	(1.3)	(2.1)	(2.6)	(3.1)	(1.9)	(3.2)	(3.3)	(2.4)	(3.2)	(3.6)	(3.6)	(7.3)
Occupationally-oriented vocational education	47.7	51.9	40.3	40.3	44.4	43.5	49.4	65.8	32.3	40.4	23.6	39.0
	(1.3)	(2.2)	(2.6)	(3.1)	(2.0)	(3.2)	(3.4)	(2.7)	(3.0)	(3.6)	(3.1)	(7.2)
Home economics-oriented vocational education	27.3	23.0	20.2	21.9	38.6	35.5	29.4	35.8	32.7	32.9	41.2	21.4
	(1.4)	(2.1)	(2.5)	(3.1)	(2.2)	(3.7)	(3.6)	(3.0)	(3.6)	(4.1)	(4.1)	(6.8)
Other vocational education*	14.6	10.5	13.9	9.6	24.8	16.1	9.7	15.3	19.1	15.2	22.9	27.3
	(1.0)	(1.3)	(1.8)	(1.9)	(1.7)	(2.4)	(2.0)	(2.1)	(2.6)	(2.6)	(3.1)	(6.6)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66
Average hours per week in:												
Any vocational education	4.9	4.8	3.5	3.3	6.0	4.4	4.7	7.1	4.3	4.1	4.8	6.7
	(0.2)	(0.2)	(0.3)	(0.3)	(0.3)	(0.4)	(0.4)	(0.4)	(0.4)	(0.4)	(0.5)	(1.3)
Occupationally-oriented vocational education	3.2	3.6	2.4	2.3	2.9	2.4	3.3	4.7	2.0	2.0	1.4	4.0
	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)	(1.3)
Home economics-oriented vocational education	1.2	0.9	0.7	0.8	2.0	1.6	1.2	1.8	1.5	1.8	2.6	1.7
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)	(0.3)	(0.7)
Other vocational education*	0.8	0.5	0.7	0.5	1.6	0.8	0.6	1.0	1.3	0.9	1.6	1.4
	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)	(0.2)	(0.3)	(0.4)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

	Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage enrolled in:											
Any vocational education	58.9	68.6	62.4	60.9	60.3	51.6	64.7	66.3	60.6	64.6	57.2
	(2.7)	(2.3)	(2.3)	(1.6)	(2.3)	(2.6)	(2.1)	(2.0)	(1.7)	(2.6)	(3.0)
Occupationally-oriented vocational education	44.0	55.5	49.6	50.9	40.7	37.8	53.5	51.9	48.2	50.8	42.3
	(2.7)	(2.5)	(2.3)	(1.7)	(2.3)	(2.5)	(2.2)	(2.1)	(1.8)	(2.8)	(3.0)
Home economics-oriented vocational education	24.8	25.9	30.0	21.0	40.7	25.6	23.8	34.1	26.2	29.4	29.8
	(2.8)	(2.4)	(2.4)	(1.6)	(2.7)	(2.6)	(2.1)	(2.3)	(1.8)	(2.9)	(3.4)
Other vocational education*	16.4	17.5	11.9	14.2	15.6	11.3	13.7	20.2	13.5	18.5	14.8
	(2.0)	(1.9)	(1.5)	(1.2)	(1.7)	(1.6)	(1.5)	(1.7)	(1.2)	(2.2)	(2.2)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945
Average hours per week in:											
Any vocational education	4.5	5.5	5.2	4.9	4.8	3.0	5.3	6.7	4.6	5.8	5.2
	(0.3)	(0.3)	(0.3)	(0.2)	(0.3)	(0.2)	(0.3)	(0.3)	(0.2)	(0.4)	(0.4)
Occupationally-oriented vocational education	2.7	3.7	3.5	3.4	2.6	1.9	3.7	4.1	3.0	3.7	3.1
	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)	(0.3)
Home economics-oriented vocational education	1.0	1.1	1.3	0.9	1.9	1.0	1.1	1.6	1.2	1.2	1.4
	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)
Other vocational education*	1.0	1.0	0.7	0.8	0.8	0.4	0.8	1.4	0.7	1.2	1.0
	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	55.3	59.8	64.6	54.9	61.6	51.6	56.8	61.7	58.8
	(3.0)	(2.7)	(2.4)	(3.1)	(1.8)	(5.6)	(2.4)	(2.6)	(3.0)
Occupationally-oriented vocational education	42.7	49.5	51.6	40.5	50.4	40.8	43.8	51.3	47.1
	(3.0)	(2.8)	(2.5)	(3.1)	(1.8)	(5.6)	(2.5)	(2.6)	(3.1)
Home economics-oriented vocational education	26.0	24.8	29.2	25.0	27.8	20.4	24.8	26.4	30.5
	(3.2)	(2.9)	(2.6)	(3.3)	(1.9)	(5.8)	(2.6)	(2.7)	(3.3)
Other vocational education*	14.1	14.6	14.6	14.9	14.0	12.3	13.8	12.8	18.3
	(2.1)	(2.0)	(1.8)	(2.2)	(1.3)	(3.7)	(1.7)	(1.8)	(2.4)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455
Average hours per week in:									
Any vocational education	4.7	4.5	5.1	4.2	5.1	3.5	4.5	5.1	4.5
	(0.4)	(0.3)	(0.3)	(0.4)	(0.2)	(0.6)	(0.3)	(0.3)	(0.3)
Occupationally-oriented vocational education	3.0	3.0	3.3	2.5	3.4	2.1	2.9	3.4	2.7
	(0.3)	(0.3)	(0.2)	(0.3)	(0.2)	(0.4)	(0.2)	(0.3)	(0.3)
Home economics-oriented vocational education	1.2	1.1	1.3	1.0	1.3	0.9	1.1	1.2	1.3
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.3)	(0.1)	(0.2)	(0.2)
Other vocational education*	0.9	0.7	0.8	1.0	0.7	0.7	0.8	0.8	0.9
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.3)	(0.2)	(0.1)	(0.2)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY DISABILITY CATEGORIES (Continued)

Vocational Education Courses	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in any vocational education courses in grades:												
7 or 8	51.0	45.4	55.1	50.6	66.1	45.7	62.0	74.7	45.4	57.1	47.6	---
	(4.7)	(7.8)	(8.2)	(9.5)	(7.2)	(11.0)	(10.8)	(9.4)	(10.4)	(11.8)	(17.3)	
9 or 10	75.1	74.1	67.4	68.3	84.7	70.1	69.7	86.6	67.8	72.1	72.6	---
	(2.3)	(3.6)	(4.4)	(5.4)	(2.9)	(5.6)	(5.8)	(3.8)	(6.2)	(6.6)	(9.2)	
11 or 12	86.3	86.6	83.0	72.6	89.0	75.0	88.0	93.9	72.2	89.2	84.8	---
	(1.6)	(2.3)	(3.7)	(5.0)	(2.3)	(4.9)	(3.7)	(2.1)	(5.2)	(4.3)	(6.8)	
Ungraded programs	66.3	73.5	63.4	---	66.3	66.8	79.7	70.5	67.9	81.3	52.9	59.6
	(3.5)	(12.8)	(11.2)		(4.0)	(9.5)	(12.8)	(8.8)	(8.6)	(9.3)	(5.3)	(8.4)
Number of respondents	6100	879	540	408	920	637	553	704	545	303	542	69
Average hours per week in any vocational education in grades:												
7 or 8	2.4	2.1	2.5	2.2	3.2	2.8	2.7	3.2	2.8	2.0	3.1	---
	(0.3)	(0.5)	(0.4)	(0.6)	(0.5)	(0.8)	(0.6)	(0.7)	(0.9)	(0.6)	(1.4)	
9 or 10	4.9	4.7	3.7	3.9	6.1	4.0	4.6	6.1	4.2	4.0	6.5	---
	(0.2)	(0.4)	(0.4)	(0.5)	(0.4)	(0.4)	(0.5)	(0.5)	(0.7)	(0.6)	(1.3)	
11 or 12	8.6	8.5	7.6	5.9	9.7	6.8	8.1	9.6	7.1	7.1	9.6	---
	(0.3)	(0.4)	(0.6)	(0.6)	(0.5)	(0.7)	(0.7)	(0.5)	(0.9)	(0.8)	(1.3)	
Ungraded programs	7.3	9.1	6.8	---	7.2	7.1	7.5	10.6	6.5	10.3	5.5	6.9
	(0.6)	(2.3)	(2.0)		(0.7)	(1.4)	(1.9)	(1.9)	(1.4)	(2.0)	(0.8)	(1.5)
Number of respondents	6067	876	537	407	913	634	551	699	541	302	539	68
Percentage in occupationally-oriented vocational education courses in grades:												
7 or 8	33.6	29.3	42.5	33.5	40.7	38.3	42.3	65.2	28.0	39.9	26.6	---
	(4.5)	(7.1)	(8.1)	(9.1)	(7.5)	(10.7)	(11.2)	(10.3)	(9.5)	(12.0)	(15.3)	
9 or 10	59.9	64.0	49.8	51.7	57.1	56.0	53.8	74.0	34.4	55.6	27.7	---
	(2.6)	(3.9)	(4.7)	(5.8)	(4.0)	(6.1)	(6.3)	(4.9)	(6.3)	(7.4)	(9.2)	
11 or 12	70.8	76.2	69.6	59.5	59.6	56.6	76.6	84.9	48.9	69.3	43.8	---
	(2.2)	(2.9)	(4.6)	(5.5)	(3.7)	(5.7)	(4.8)	(3.2)	(5.8)	(6.3)	(9.5)	
Ungraded programs	41.3	57.6	37.2	---	40.3	35.3	67.8	42.4	44.2	38.7	25.4	31.3
	(3.7)	(14.4)	(11.2)		(4.2)	(9.6)	(15.1)	(9.6)	(9.2)	(11.6)	(4.6)	(8.0)
Number of respondents	6048	873	536	405	909	636	547	699	537	301	536	69

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

53

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Continued)

Vocational Education Courses	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in any vocational education courses in grades:											
7 or 8	58.8	50.8	48.1	51.8	49.6	52.3	35.1	---	54.0	46.3	33.2
	(9.1)	(8.9)	(7.6)	(5.9)	(7.9)	(5.1)	(11.7)		(5.2)	(18.0)	(15.2)
9 or 10	76.0	72.8	76.3	76.2	73.0	72.8	78.2	68.2	77.2	70.4	63.0
	(4.4)	(4.2)	(3.7)	(2.8)	(4.2)	(3.5)	(3.1)	(8.4)	(2.5)	(7.7)	(9.6)
11 or 12	84.9	89.2	84.5	87.1	84.8	70.0	85.5	87.4	85.9	87.0	86.7
	(3.6)	(2.5)	(2.9)	(2.0)	(3.0)	(27.2)	(2.7)	(1.9)	(2.8)	(2.5)	(3.0)
Ungraded programs	75.4	72.9	57.2	64.8	69.5	67.4	65.7	66.1	69.8	64.0	54.7
	(7.7)	(6.3)	(7.2)	(4.4)	(5.8)	(7.7)	(6.6)	(4.6)	(4.3)	(7.3)	(9.3)
Number of respondents	1830	1802	1150	3703	2381	1646	2154	2300	3743	1279	1002
Average hours per week in any vocational education in grades:											
7 or 8	2.4	3.0	1.9	2.7	1.9	2.5	1.4	---	2.6	1.9	1.4
	(0.5)	(0.7)	(0.4)	(0.4)	(0.4)	(0.3)	(0.5)		(0.3)	(1.0)	(0.7)
9 or 10	4.1	4.6	5.5	5.0	4.5	4.3	5.5	4.5	5.1	3.7	4.2
	(0.4)	(0.4)	(0.4)	(0.3)	(0.4)	(0.3)	(0.4)	(1.0)	(0.3)	(0.7)	(1.0)
11 or 12	8.7	8.3	8.7	8.6	8.5	3.8	8.2	9.1	8.5	8.8	8.5
	(0.7)	(0.5)	(0.5)	(0.4)	(0.5)	(1.8)	(0.4)	(0.4)	(0.5)	(0.5)	(0.5)
Ungraded programs	9.3	8.3	5.2	6.8	8.3	6.8	6.7	8.1	7.8	7.1	5.7
	(1.6)	(1.1)	(0.9)	(0.7)	(1.1)	(1.2)	(1.1)	(0.8)	(0.7)	(1.3)	(1.3)
Number of respondents	1818	1792	1148	3683	2368	1645	2145	2277	3734	1262	995
Percentage in occupationally-oriented vocational education courses in grades:											
7 or 8	36.8	43.6	24.0	41.5	18.8	35.6	9.0	---	37.6	18.3	14.5
	(9.0)	(8.8)	(6.6)	(5.9)	(6.2)	(4.9)	(7.1)		(5.1)	(14.0)	(11.4)
9 or 10	55.6	59.7	62.5	64.7	49.7	55.9	65.0	49.4	62.4	47.7	50.0
	(5.1)	(4.7)	(4.2)	(3.1)	(4.7)	(4.0)	(3.5)	(9.2)	(2.9)	(8.5)	(10.2)
11 or 12	66.0	72.1	73.1	74.1	63.2	21.0	73.2	70.5	72.5	72.6	65.8
	(4.7)	(3.6)	(3.5)	(2.6)	(4.0)	(24.2)	(3.4)	(2.6)	(3.6)	(3.4)	(4.1)
Ungraded programs	59.5	46.8	28.9	40.4	43.1	41.1	39.9	42.2	43.2	45.5	25.9
	(8.8)	(7.2)	(6.6)	(4.6)	(6.2)	(8.2)	(6.9)	(4.8)	(4.7)	(7.6)	(8.3)
Number of respondents	1815	1779	1142	3677	2355	1635	2141	2272	3715	1268	989

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Continued)

	Household Income			Ethnicity			Head of Household's Education		
Vocational Education Courses	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	56.0	58.7	56.4	51.0	57.1	31.7	51.8	62.5	56.3
	(10.2)	(10.3)	(9.4)	(11.3)	(6.7)	(20.4)	(8.6)	(9.9)	(11.1)
9 or 10	76.4	76.4	76.4	76.3	77.9	73.2	76.8	78.7	72.9
	(5.3)	(4.8)	(4.2)	(5.5)	(3.0)	(10.0)	(4.2)	(4.4)	(5.6)
11 or 12	86.6	83.8	88.1	90.2	85.4	74.4	84.4	88.1	84.4
	(4.1)	(3.8)	(2.7)	(3.7)	(2.2)	(9.7)	(3.5)	(3.0)	(3.9)
Ungraded programs	63.6	74.7	72.7	73.7	67.3	80.5	67.5	70.9	73.6
	(8.1)	(6.8)	(6.4)	(7.3)	(4.6)	(16.0)	(6.8)	(6.8)	(7.3)
Number of respondents	1045	1337	1923	1085	3236	443	1502	1572	1527
Average hours per week in any vocational education in grades:									
7 or 8	2.8	2.6	2.6	2.0	2.9	1.4	2.1	3.5	2.8
	(0.7)	(0.5)	(0.6)	(0.5)	(0.5)	(1.0)	(0.4)	(0.8)	(0.7)
9 or 10	5.1	5.0	4.7	4.4	5.5	3.5	4.8	5.2	5.0
	(0.6)	(0.5)	(0.4)	(0.5)	(0.4)	(0.7)	(0.4)	(0.5)	(0.5)
11 or 12	9.3	7.7	8.2	8.9	8.3	6.5	8.7	8.7	7.0
	(0.9)	(0.6)	(0.5)	(0.8)	(0.4)	(1.5)	(0.7)	(0.6)	(0.6)
Ungraded programs	7.8	7.5	8.4	9.1	7.0	9.0	7.6	8.0	8.2
	(1.4)	(1.1)	(1.2)	(1.3)	(0.8)	(3.1)	(1.2)	(1.1)	(1.3)
Number of respondents	1043	1331	1908	1081	3216	441	1498	1564	1515
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	38.2	40.4	38.6	28.6	40.1	28.2	31.5	54.0	30.6
	(10.2)	(10.3)	(9.3)	(10.4)	(6.7)	(19.9)	(8.1)	(10.2)	(10.4)
9 or 10	58.2	65.1	61.0	56.7	65.6	55.6	58.7	67.3	59.4
	(6.1)	(5.4)	(4.8)	(6.4)	(3.5)	(11.3)	(4.9)	(5.0)	(6.2)
11 or 12	67.2	73.1	74.4	67.3	72.4	62.2	68.5	73.6	72.2
	(5.6)	(4.6)	(3.7)	(5.9)	(2.8)	(10.8)	(4.4)	(4.1)	(4.8)
Ungraded programs	47.0	47.3	39.4	50.0	37.7	67.3	46.4	37.9	49.9
	(8.5)	(7.8)	(7.1)	(8.4)	(4.8)	(18.9)	(7.3)	(7.4)	(8.3)
Number of respondents	1034	1324	1910	1074	3208	439	1489	1557	1516

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY DISABILITY CATEGORIES (Continued)

Vocational Education Courses	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average hours per week in occupationally-oriented vocational education in grades:												
7 or 8	1.2	1.2	1.1	1.1	1.2	1.5	1.4	2.0	1.3	1.1	0.6	---
	(0.2)	(0.4)	(0.3)	(0.4)	(0.4)	(0.7)	(0.4)	(0.5)	(0.5)	(0.4)	(0.4)	
9 or 10	3.1	3.5	2.2	2.5	2.9	2.1	2.7	4.0	1.1	1.9	1.0	---
	(0.2)	(0.4)	(0.3)	(0.4)	(0.3)	(0.4)	(0.4)	(0.4)	(0.3)	(0.4)	(0.5)	
11 or 12	5.1	5.7	4.9	4.0	3.7	3.5	5.5	6.7	2.6	3.2	2.8	---
	(0.3)	(0.4)	(0.5)	(0.6)	(0.4)	(0.6)	(0.7)	(0.5)	(0.7)	(0.6)	(1.0)	
Ungraded programs	2.2	5.4	1.7	---	1.8	0.7	5.1	2.5	1.6	1.5	1.1	3.1
	(0.4)	(1.7)	(0.9)		(0.4)	(0.4)	(1.7)	(1.1)	(0.6)	(0.8)	(0.4)	(1.4)
Number of respondents	5921	858	526	398	889	629	536	678	526	290	526	65
Percentage in vocational education courses in:												
Regular education classes	51.2	60.9	45.7	50.6	35.9	38.0	54.4	27.9	33.9	45.4	13.3	6.7
	(1.5)	(2.4)	(3.1)	(3.7)	(2.1)	(3.9)	(3.9)	(2.8)	(3.4)	(4.4)	(2.7)	(4.1)
Special education classes	24.4	16.5	23.7	12.3	41.3	30.6	24.7	59.5	33.7	24.4	45.8	56.3
	(1.3)	(1.9)	(2.6)	(2.4)	(2.2)	(3.7)	(3.4)	(3.1)	(3.4)	(3.8)	(3.9)	(8.2)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66
Average hours per week in vocational education courses in:*												
Regular education classes	6.6	8.0	5.8	6.5	4.3	4.9	6.5	3.2	4.2	6.4	1.7	0.9
	(0.2)	(0.4)	(0.4)	(0.4)	(0.3)	(0.5)	(0.5)	(0.4)	(0.5)	(0.6)	(0.4)	(0.6)
Special education classes	3.3	1.9	3.1	1.5	6.1	4.6	3.0	8.1	5.8	3.6	9.5	11.6
	(0.2)	(0.3)	(0.4)	(0.3)	(0.4)	(0.6)	(0.5)	(0.5)	(0.7)	(0.6)	(0.7)	(1.8)
Number of respondents	4432	671	375	282	716	424	401	595	357	226	344	41

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES
IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Continued)

	Community			Gender		Age in 1987			School Status		
Vocational Education Courses	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average hours per week in occupationally-oriented vocational education in grades:											
7 or 8	1.3	2.1	0.7	1.6	0.4	1.3	0.4	---	1.4	0.4	0.4
	(0.4)	(0.6)	(0.2)	(0.3)	(0.2)	(0.3)	(0.4)		(0.3)	(0.5)	(0.3)
9 or 10	2.5	2.9	3.6	3.5	2.3	2.6	3.7	2.3	3.3	2.1	2.7
	(0.4)	(0.3)	(0.4)	(0.3)	(0.3)	(0.3)	(0.3)	(0.7)	(0.3)	(0.5)	(0.9)
11 or 12	4.3	4.7	5.8	5.4	4.3	0.9	5.1	5.1	5.3	4.9	4.8
	(0.5)	(0.5)	(0.5)	(0.4)	(0.5)	(1.2)	(0.4)	(0.4)	(0.5)	(0.5)	(0.5)
Ungraded programs	4.2	2.8	0.8	2.2	2.3	3.2	1.5	2.1	2.5	2.1	1.3
	(1.2)	(0.7)	(0.3)	(0.4)	(0.6)	(1.0)	(0.5)	(0.5)	(0.5)	(0.6)	(0.7)
Number of respondents	1775	1740	1131	3606	2299	1609	2095	2217	3632	1241	973
Percentage in vocational education courses in:											
Regular education classes	37.4	56.7	59.7	55.3	42.6	42.5	58.2	51.9	49.9	52.6	56.1
	(3.1)	(2.7)	(2.6)	(1.9)	(2.7)	(3.0)	(2.5)	(2.4)	(2.0)	(3.1)	(3.5)
Special education classes	37.0	25.7	13.6	23.4	26.5	17.6	22.7	35.0	23.9	30.3	21.1
	(3.1)	(2.4)	(1.8)	(1.6)	(2.4)	(2.3)	(2.1)	(2.3)	(1.7)	(2.9)	(2.9)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945
Average hours per week in vocational education courses in:*											
Regular education classes	4.6	7.1	7.9	6.9	6.0	5.1	7.3	7.2	6.2	7.0	7.9
	(0.4)	(0.4)	(0.3)	(0.3)	(0.4)	(0.3)	(0.3)	(0.4)	(0.3)	(0.5)	(0.6)
Special education classes	5.3	3.0	2.0	3.1	3.8	2.4	2.8	4.9	3.2	4.1	3.0
	(0.6)	(0.3)	(0.3)	(0.3)	(0.4)	(0.3)	(0.3)	(0.4)	(0.3)	(0.5)	(0.5)
Number of respondents	1291	1305	846	2704	1720	1050	1591	1791	2682	967	742

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	2.0	1.3	1.3	1.2	1.7	0.5	1.0	2.8	1.0
	(0.8)	(0.4)	(0.4)	(0.5)	(0.4)	(0.5)	(0.3)	(0.8)	(0.4)
9 or 10	3.0	3.5	3.2	2.8	3.6	2.6	3.0	3.7	2.6
	(0.5)	(0.5)	(0.4)	(0.5)	(0.3)	(0.7)	(0.4)	(0.5)	(0.5)
11 or 12	5.5	4.4	5.0	4.6	5.1	2.9	5.4	4.9	3.8
	(0.8)	(0.5)	(0.5)	(0.8)	(0.4)	(0.9)	(0.6)	(0.5)	(0.6)
Ungraded programs	3.7	1.5	1.7	3.5	1.4	5.1	2.5	2.4	2.4
	(1.1)	(0.6)	(0.6)	(1.1)	(0.4)	(2.4)	(0.8)	(0.8)	(0.8)
Number of respondents	1012	1299	1852	1058	3128	426	1451	1526	1473
Percentage in vocational education courses in:									
Regular education classes	43.4	53.4	59.2	39.8	57.5	35.1	48.2	56.8	49.5
	(3.7)	(3.3)	(2.8)	(3.8)	(2.1)	(6.6)	(2.9)	(3.1)	(3.6)
Special education classes	31.7	25.9	20.5	33.1	21.8	35.2	26.4	27.4	24.8
	(3.4)	(2.9)	(2.3)	(3.6)	(1.7)	(6.6)	(2.6)	(2.8)	(3.1)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455
Average hours per week in vocational education courses in:*									
Regular education classes	5.5	6.5	7.1	5.0	7.2	4.0	6.3	6.6	6.2
	(0.5)	(0.5)	(0.4)	(0.5)	(0.3)	(0.8)	(0.4)	(0.4)	(0.4)
Special education classes	4.9	3.0	2.7	4.5	2.9	5.0	3.7	3.4	3.4
	(0.6)	(0.4)	(0.4)	(0.6)	(0.3)	(1.1)	(0.4)	(0.4)	(0.5)
Number of respondents	770	997	1424	826	2380	308	1114	1198	1092

* Of those taking vocational education

Source: Students' school records. Data are for the students' most recent year in secondary school

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY DISABILITY CATEGORIES (Concluded)

Vocational Education Courses	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage of vocational education students studying:												
Prevocational skills	18.9	12.8	22.9	13.4	31.8	25.0	12.4	12.5	28.6	21.0	32.6	52.1
	(1.4)	(1.9)	(3.2)	(3.1)	(2.5)	(4.4)	(3.2)	(2.3)	(4.4)	(4.4)	(5.0)	(10.9)
Agriculture	11.5	12.7	8.4	7.2	11.6	6.8	8.0	3.6	7.4	6.9	6.0	0.0
	(1.2)	(1.9)	(2.1)	(2.4)	(1.7)	(2.5)	(2.6)	(1.3)	(2.5)	(2.7)	(2.6)	(0.0)
Distributive education	4.5	5.9	4.6	6.2	1.3	5.4	4.9	2.2	3.1	1.9	2.6	0.0
	(0.8)	(1.4)	(1.6)	(2.2)	(0.6)	(2.3)	(2.1)	(1.0)	(1.7)	(1.5)	(1.7)	(0.0)
Health occupations	2.3	2.5	3.0	1.5	1.9	3.6	2.9	0.6	0.9	2.6	0.7	0.0
	(0.6)	(0.9)	(1.3)	(1.1)	(0.7)	(1.9)	(1.6)	(0.6)	(0.9)	(1.7)	(0.9)	(0.0)
Office occupations	25.1	29.5	26.7	34.9	10.6	50.1	42.5	35.5	42.3	36.5	14.0	15.9
	(1.6)	(2.6)	(3.4)	(4.4)	(1.7)	(5.0)	(4.7)	(3.4)	(4.8)	(5.2)	(3.7)	(8.0)
Machine/auto/motor repair	14.5	17.4	15.9	13.2	9.2	3.5	8.9	11.8	3.3	6.4	5.2	0.0
	(1.3)	(2.2)	(2.8)	(3.1)	(1.5)	(1.9)	(2.7)	(2.3)	(1.7)	(2.7)	(2.4)	(0.0)
Construction trades	25.7	28.9	24.4	25.2	21.2	12.7	19.9	18.8	12.2	21.2	10.5	9.1
	(1.6)	(2.6)	(3.3)	(4.0)	(2.2)	(3.4)	(3.8)	(2.8)	(3.2)	(4.4)	(3.3)	(6.3)
Electronics/communications	2.6	2.9	3.3	2.8	1.9	2.1	1.1	3.4	0.2	2.4	4.0	0.0
	(0.6)	(1.0)	(1.4)	(1.5)	(0.7)	(1.5)	(1.0)	(1.3)	(0.4)	(1.7)	(2.1)	(0.0)
Manufacturing/industrial arts	6.5	6.0	6.9	8.1	7.3	8.2	4.5	6.2	5.9	4.7	6.2	8.8
	(0.9)	(1.4)	(1.9)	(2.5)	(1.4)	(2.8)	(2.0)	(1.7)	(2.3)	(2.3)	(2.6)	(6.2)
Painting/decorating/graphic art/ commercial art/drafting	7.5	8.9	8.0	7.6	3.2	5.3	15.3	22.9	3.0	12.9	1.1	0.0
	(1.0)	(1.7)	(2.1)	(2.5)	(0.9)	(2.3)	(3.4)	(3.0)	(1.7)	(3.6)	(1.1)	(0.0)
Food service	8.8	6.9	7.9	5.4	14.5	4.2	9.5	6.9	9.3	7.1	8.1	4.5
	(1.0)	(1.5)	(2.1)	(2.1)	(1.9)	(2.0)	(2.8)	(1.8)	(2.8)	(2.8)	(2.9)	(4.5)
Personal services	2.3	1.8	2.1	1.9	3.6	2.0	3.4	5.8	5.7	1.3	4.3	4.4
	(0.6)	(0.8)	(1.1)	(1.2)	(1.0)	(1.4)	(1.7)	(1.7)	(2.2)	(1.2)	(2.2)	(4.5)
Custodial services	3.8	2.4	1.9	0.8	8.1	2.0	1.1	1.3	5.2	1.5	8.6	4.2
	(0.7)	(0.9)	(1.1)	(0.8)	(1.5)	(1.4)	(1.0)	(0.8)	(2.2)	(1.3)	(3.0)	(4.4)
On-the-job/work experience	9.3	7.4	7.7	8.6	13.7	9.5	5.3	8.3	14.7	10.7	17.4	2.0
	(1.1)	(1.5)	(2.0)	(2.6)	(1.8)	(2.9)	(2.1)	(1.9)	(3.4)	(3.4)	(4.1)	(3.1)
Other	4.9	2.4	6.2	2.8	9.5	7.8	5.6	6.6	10.3	8.4	18.8	20.9
	(0.8)	(0.9)	(1.8)	(1.5)	(1.6)	(2.7)	(2.2)	(1.7)	(2.9)	(3.0)	(4.2)	(8.9)
Number of respondents	3943	630	348	242	623	378	361	560	295	196	271	39

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Concluded)

Vocational Education Courses	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage of vocational education students studying:											
Prevocational skills	23.3	16.6	16.7	17.8	21.8	23.0	16.9	18.2	19.4	18.7	16.8
	(3.2)	(2.4)	(2.3)	(1.7)	(2.8)	(3.3)	(2.2)	(2.1)	(1.9)	(2.8)	(3.2)
Agriculture	4.5	9.2	19.8	12.7	8.5	11.1	13.1	9.7	11.9	11.5	10.5
	(1.6)	(1.8)	(2.5)	(1.5)	(1.9)	(2.5)	(2.0)	(1.6)	(1.6)	(2.3)	(2.6)
Distributive education	5.0	5.1	4.1	4.8	3.7	1.8	5.2	5.8	3.9	4.6	6.8
	(1.7)	(1.4)	(1.2)	(0.9)	(1.3)	(1.0)	(1.3)	(1.3)	(0.9)	(1.5)	(2.1)
Health occupations	2.6	2.8	1.6	0.9	5.9	1.6	2.4	2.8	2.4	2.0	2.0
	(1.2)	(1.1)	(0.8)	(0.4)	(1.6)	(1.0)	(0.9)	(0.9)	(0.7)	(1.0)	(1.2)
Office occupations	30.0	25.0	21.9	19.3	39.5	27.0	25.7	22.4	27.0	22.7	19.5
	(3.5)	(2.8)	(2.6)	(1.7)	(3.3)	(3.5)	(2.6)	(2.3)	(2.2)	(3.0)	(3.4)
Machine/auto/motor repair	12.3	13.3	16.9	19.4	2.3	11.3	17.4	13.4	13.9	13.6	19.0
	(2.5)	(2.2)	(2.3)	(1.7)	(1.0)	(2.5)	(2.2)	(1.9)	(1.7)	(2.5)	(3.3)
Construction trades	18.8	24.9	32.4	33.5	6.2	26.8	26.9	23.2	25.4	23.6	29.0
	(3.0)	(2.8)	(2.9)	(2.1)	(1.6)	(3.5)	(2.6)	(2.3)	(2.1)	(3.1)	(3.9)
Electronics/communications	2.4	2.7	2.7	3.5	0.4	1.0	3.7	2.6	2.5	3.7	1.8
	(1.2)	(1.0)	(1.0)	(0.8)	(0.4)	(0.8)	(1.1)	(0.9)	(0.8)	(1.4)	(1.1)
Manufacturing/industrial arts	5.1	7.1	7.2	7.9	2.8	11.2	4.6	4.8	7.8	4.9	2.7
	(1.7)	(1.6)	(1.6)	(1.2)	(1.1)	(2.5)	(1.2)	(1.2)	(1.3)	(1.5)	(1.4)
Painting/decorating/graphic art/ commercial art/drafting	8.3	7.7	6.5	8.9	3.9	7.5	8.1	6.5	7.5	6.0	9.2
	(2.1)	(1.7)	(1.5)	(1.3)	(1.3)	(2.1)	(1.6)	(1.3)	(1.3)	(1.7)	(2.5)
Food service	8.8	8.0	9.6	6.8	14.0	5.3	9.2	11.5	8.8	9.8	7.8
	(2.1)	(1.7)	(1.8)	(1.1)	(2.3)	(1.8)	(1.7)	(1.7)	(1.4)	(2.1)	(2.3)
Personal services	2.8	1.6	2.5	1.5	4.5	2.3	1.4	3.6	1.9	4.0	2.3
	(1.3)	(0.8)	(1.0)	(0.5)	(1.4)	(1.2)	(0.7)	(1.0)	(0.7)	(1.4)	(1.3)
Custodial services	3.8	3.6	3.9	4.1	2.9	3.6	1.7	6.8	3.2	4.8	4.9
	(1.4)	(1.2)	(1.2)	(0.9)	(1.1)	(1.5)	(0.8)	(1.4)	(0.9)	(1.5)	(1.8)
On-the-job/work experience	11.2	11.0	6.6	8.9	9.9	3.3	8.4	15.6	6.5	14.8	14.3
	(2.4)	(2.0)	(1.6)	(1.3)	(2.0)	(1.4)	(1.6)	(2.0)	(1.2)	(2.6)	(3.0)
Other	7.9	5.6	1.1	3.8	7.9	5.9	3.7	5.7	5.2	5.7	3.0
	(2.0)	(1.5)	(0.7)	(0.8)	(1.8)	(1.8)	(1.1)	(1.3)	(1.1)	(1.7)	(1.4)
Number of respondents	1161	1139	739	2506	1429	885	1408	1650	2348	887	672

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH DISABILITIES IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS (Concluded)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	21.4	19.9	16.4	23.4	17.3	13.5	19.6	15.4	23.2
	(3.7)	(3.0)	(2.5)	(3.9)	(1.9)	(5.5)	(2.7)	(2.5)	(3.6)
Agriculture	11.9	11.4	13.4	6.9	13.8	8.2	13.8	10.7	11.6
	(2.9)	(2.4)	(2.3)	(2.3)	(1.7)	(4.4)	(2.4)	(2.2)	(2.8)
Distributive education	2.8	5.6	6.4	4.4	5.0	7.3	3.9	5.7	5.6
	(1.5)	(1.8)	(1.6)	(1.9)	(1.1)	(4.2)	(1.3)	(1.6)	(2.0)
Health occupations	3.5	2.9	1.5	3.1	2.0	3.7	4.2	1.4	2.3
	(1.6)	(1.3)	(0.8)	(1.6)	(0.7)	(3.0)	(1.4)	(0.8)	(1.3)
Office occupations	22.0	26.6	28.3	22.7	25.6	37.6	19.9	27.7	33.9
	(3.7)	(3.4)	(3.0)	(3.9)	(2.2)	(7.8)	(2.8)	(3.2)	(4.1)
Machine/auto/motor repair	13.5	13.2	14.9	10.9	14.9	17.0	12.2	17.0	10.4
	(3.0)	(2.6)	(2.4)	(2.9)	(1.8)	(6.1)	(2.3)	(2.6)	(2.6)
Construction trades	29.0	24.9	20.2	21.2	26.6	22.1	24.8	25.4	22.8
	(4.0)	(3.3)	(2.7)	(3.8)	(2.2)	(6.7)	(3.0)	(3.1)	(3.6)
Electronics/communications	2.2	2.0	1.9	2.6	2.4	0.9	3.3	1.8	1.4
	(1.3)	(1.1)	(0.9)	(1.5)	(0.8)	(1.6)	(1.2)	(0.9)	(1.0)
Manufacturing/industrial arts	8.0	7.7	4.4	5.9	6.6	5.8	6.9	7.1	4.8
	(2.4)	(2.0)	(1.4)	(2.2)	(1.2)	(3.8)	(1.8)	(1.8)	(1.8)
Painting/decorating/graphic art/ commercial art/drafting	6.4	8.1	10.6	5.0	8.7	9.6	5.1	11.3	9.7
	(2.2)	(2.1)	(2.0)	(2.0)	(1.4)	(4.7)	(1.5)	(2.2)	(2.5)
Food service	10.9	6.9	9.3	8.5	9.7	4.1	7.9	10.0	9.1
	(2.8)	(1.9)	(1.9)	(2.6)	(1.5)	(3.2)	(1.9)	(2.1)	(2.5)
Personal services	4.5	1.4	1.4	1.7	1.8	6.2	2.9	1.3	2.6
	(1.8)	(0.9)	(0.8)	(1.2)	(0.7)	(3.9)	(1.2)	(0.8)	(1.4)
Custodial services	4.5	3.4	3.4	2.6	3.7	3.7	2.6	3.2	6.0
	(1.8)	(1.4)	(1.2)	(1.5)	(0.9)	(3.0)	(1.1)	(1.2)	(2.0)
On-the-job/work experience	9.7	8.7	8.9	10.3	9.0	11.1	9.7	9.0	10.7
	(2.6)	(2.1)	(1.9)	(2.8)	(1.4)	(5.0)	(2.1)	(2.0)	(2.7)
Other	5.6	6.0	4.3	8.2	4.3	5.3	5.3	3.7	7.9
	(2.1)	(1.8)	(1.3)	(2.5)	(1.0)	(3.6)	(1.6)	(1.3)	(2.3)
Number of respondents	680	900	1298	729	2123	287	1003	1083	988

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Services/Programs	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools with:*												
Chapter 1/Title 1	49.1	49.4	50.8	40.0	48.7	52.8	38.1	68.0	53.0	47.8	47.5	88.0
	(1.4)	(2.3)	(2.9)	(3.3)	(2.2)	(3.4)	(3.5)	(2.7)	(3.3)	(3.9)	(4.0)	(4.6)
Bilingual education	38.3	39.7	47.6	40.5	29.3	37.7	39.4	33.0	54.3	55.6	33.0	38.4
	(1.4)	(2.3)	(2.9)	(3.3)	(2.0)	(3.3)	(3.5)	(2.7)	(3.3)	(3.9)	(3.7)	(6.9)
State compensatory programs	53.0	53.8	54.4	57.2	51.8	51.1	43.1	39.2	57.8	46.7	39.3	43.9
	(1.4)	(2.3)	(2.9)	(3.3)	(2.2)	(3.4)	(3.6)	(2.8)	(3.3)	(3.9)	(3.9)	(7.1)
None of these	67.3	57.8	72.0	80.2	82.1	82.7	83.5	89.4	84.3	76.9	85.6	94.3
	(1.4)	(2.3)	(2.6)	(2.7)	(1.7)	(2.6)	(2.7)	(1.8)	(2.4)	(3.3)	(2.8)	(3.3)
Number of respondents	6780	955	588	477	947	761	629	774	595	368	596	90
Percentage in schools that made available to secondary special education students:												
Life skills programs	90.5	88.2	90.1	91.5	96.2	92.6	92.7	98.0	90.8	79.5	97.3	99.5
	(0.9)	(1.6)	(1.9)	(2.0)	(0.9)	(1.9)	(2.1)	(0.8)	(2.0)	(3.6)	(1.5)	(1.1)
Vocational assessment/ counseling	91.1	90.8	91.0	89.7	91.9	94.3	93.9	96.0	93.5	89.7	84.4	94.4
	(0.9)	(1.4)	(1.8)	(2.2)	(1.3)	(1.7)	(2.0)	(1.1)	(1.7)	(2.7)	(3.2)	(3.6)
Work adjustment training	86.5	84.9	88.0	90.0	88.7	91.2	86.6	96.6	91.4	82.3	89.3	95.8
	(1.1)	(1.8)	(2.0)	(2.1)	(1.5)	(2.1)	(2.8)	(1.1)	(2.0)	(3.4)	(2.8)	(3.1)
Work exploration/experience	64.7	64.2	61.1	67.4	63.6	76.6	76.2	87.1	79.7	76.8	71.4	96.9
	(1.5)	(2.4)	(3.0)	(3.4)	(2.3)	(3.1)	(3.5)	(2.0)	(2.8)	(3.7)	(4.0)	(2.7)
Specific job skills training	71.3	70.0	74.8	67.6	73.3	76.3	76.8	81.6	77.5	70.2	63.0	82.3
	(1.4)	(2.3)	(2.7)	(3.3)	(2.1)	(3.1)	(3.5)	(2.3)	(2.9)	(4.0)	(4.3)	(6.0)
Job development/placement services	66.1	65.0	67.1	74.0	65.1	68.0	77.5	68.0	83.8	75.1	69.9	51.7
	(1.5)	(2.4)	(2.9)	(3.1)	(2.2)	(3.4)	(3.4)	(2.7)	(2.6)	(3.8)	(4.1)	(7.8)
Postemployment services	39.7	39.2	41.2	45.0	37.7	43.0	52.8	51.8	55.6	37.1	39.3	35.9
	(1.5)	(2.4)	(3.1)	(3.6)	(2.3)	(3.6)	(4.1)	(2.9)	(3.5)	(4.3)	(4.4)	(7.5)
None of these	1.0	1.1	0.5	1.8	1.0	0.6	0.8	0.3	0.1	1.7	0.0	0.0
	(0.3)	(0.5)	(0.4)	(1.0)	(0.5)	(0.6)	(0.8)	(0.3)	(0.3)	(1.1)	(0.0)	(0.0)
Number of respondents	5758	829	490	409	792	653	498	697	524	289	488	76

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Services/Programs	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools with:*											
Chapter 1/Title 1	46.4	44.4	55.3	48.8	49.8	51.8	49.3	45.2	49.4	48.0	48.2
	(2.9)	(2.5)	(2.4)	(1.8)	(2.5)	(2.7)	(2.3)	(2.3)	(1.8)	(2.9)	(3.6)
Bilingual education	61.9	48.6	12.3	38.4	38.3	40.2	38.6	35.3	38.1	38.8	38.0
	(2.8)	(2.5)	(1.6)	(1.7)	(2.4)	(2.7)	(2.3)	(2.2)	(1.8)	(2.8)	(3.5)
State compensatory programs	53.9	45.6	61.2	52.8	53.7	52.8	54.0	51.9	53.0	52.9	54.4
	(2.9)	(2.5)	(2.3)	(1.8)	(2.5)	(2.7)	(2.3)	(2.3)	(1.8)	(2.9)	(3.6)
None of these	58.0	70.0	72.3	65.8	70.4	60.1	67.0	77.3	62.4	75.1	82.2
	(2.8)	(2.3)	(2.2)	(1.7)	(2.3)	(2.7)	(2.2)	(1.9)	(1.8)	(2.5)	(2.8)
Number of respondents	2170	2045	1308	4141	2625	1901	2395	2484	4315	1448	957
Percentage in schools that made available to secondary special education students:											
Life skills programs	86.8	91.4	91.7	90.1	91.4	89.9	89.3	93.1	90.0	90.4	93.4
	(2.1)	(1.5)	(1.4)	(1.1)	(1.6)	(1.8)	(1.6)	(1.3)	(1.2)	(1.9)	(1.9)
Vocational assessment/ counseling	89.7	93.1	89.8	91.0	91.2	85.7	93.2	94.8	90.6	92.2	92.0
	(1.9)	(1.4)	(1.6)	(1.1)	(1.6)	(2.1)	(1.3)	(1.1)	(1.2)	(1.7)	(2.1)
Work adjustment training	91.8	85.0	84.4	85.9	88.0	83.8	87.3	88.7	85.6	89.4	87.4
	(1.7)	(1.9)	(1.9)	(1.3)	(1.8)	(2.2)	(1.7)	(1.6)	(1.4)	(1.9)	(2.5)
Work exploration/experience	69.9	74.4	49.8	63.8	66.6	55.7	69.3	69.0	63.6	65.6	68.2
	(2.9)	(2.3)	(2.6)	(1.8)	(2.6)	(3.0)	(2.3)	(2.3)	(1.9)	(3.0)	(3.6)
Specific job skills training	70.0	73.4	69.8	71.6	70.8	65.5	74.2	74.4	70.4	70.7	77.2
	(2.9)	(2.4)	(2.4)	(1.7)	(2.5)	(2.8)	(2.2)	(2.2)	(1.8)	(2.9)	(3.2)
Job development/placement services	71.8	69.9	58.0	65.7	67.1	57.4	69.2	72.6	63.6	73.1	68.3
	(2.8)	(2.4)	(2.6)	(1.8)	(2.6)	(3.0)	(2.3)	(2.2)	(1.9)	(2.8)	(3.6)
Postemployment services	49.6	45.9	25.2	39.1	41.0	32.5	42.5	44.7	38.3	42.6	42.2
	(3.2)	(2.7)	(2.2)	(1.9)	(2.7)	(2.8)	(2.5)	(2.5)	(2.0)	(3.1)	(3.8)
None of these	0.9	0.6	1.6	1.0	1.0	1.4	1.1	0.4	1.0	1.1	0.8
	(0.6)	(0.4)	(0.6)	(0.4)	(0.5)	(0.7)	(0.5)	(0.3)	(0.4)	(0.6)	(0.7)
Number of respondents	1753	1743	1121	3552	2196	1564	2029	2163	3610	1238	859

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	48.2	47.8	47.1	46.5	48.2	51.2	49.0	49.5	43.8
	(3.4)	(2.9)	(2.6)	(3.5)	(1.9)	(6.1)	(2.7)	(2.8)	(3.2)
Bilingual education	37.3	39.4	41.0	41.8	35.0	71.8	37.8	39.4	44.2
	(3.3)	(2.9)	(2.5)	(3.5)	(1.8)	(5.5)	(2.6)	(2.7)	(3.2)
State compensatory programs	55.7	51.8	47.6	56.1	50.2	48.4	54.8	54.3	40.2
	(3.4)	(2.9)	(2.6)	(3.5)	(1.9)	(6.1)	(2.7)	(2.8)	(3.2)
None of these	63.7	64.2	64.1	57.9	66.9	64.2	65.5	64.4	61.7
	(3.3)	(2.8)	(2.5)	(3.5)	(1.8)	(5.9)	(2.6)	(2.7)	(3.1)
Number of respondents	1212	1581	2279	1275	3766	563	1778	1846	1818
Percentage in schools that made available to secondary special education students:									
Life skills programs	89.6	89.0	89.8	87.3	90.8	87.2	87.5	90.1	91.9
	(2.2)	(2.0)	(1.7)	(2.6)	(1.2)	(4.4)	(1.9)	(1.8)	(1.9)
Vocational assessment/ counseling	89.8	90.5	92.6	86.7	92.7	87.7	89.4	92.3	91.0
	(2.2)	(1.9)	(1.4)	(2.6)	(1.1)	(4.3)	(1.8)	(1.6)	(2.0)
Work adjustment training	83.5	85.8	88.5	89.1	84.9	89.3	83.3	86.0	90.2
	(2.7)	(2.2)	(1.8)	(2.4)	(1.5)	(4.1)	(2.1)	(2.1)	(2.1)
Work exploration/experience	61.1	68.4	69.1	66.0	64.4	76.0	58.1	68.3	76.6
	(3.6)	(3.0)	(2.6)	(3.7)	(2.0)	(5.7)	(2.8)	(2.8)	(2.9)
Specific job skills training	69.3	69.2	71.4	73.4	71.8	57.1	67.9	71.0	72.7
	(3.4)	(3.0)	(2.5)	(3.4)	(1.8)	(6.6)	(2.7)	(2.7)	(3.1)
Job development/placement services	64.7	65.5	70.2	69.2	65.7	72.2	62.6	66.6	73.8
	(3.5)	(3.0)	(2.5)	(3.6)	(1.9)	(5.9)	(2.8)	(2.8)	(3.0)
Postemployment services	36.9	38.4	44.1	45.8	37.7	49.3	36.1	42.7	43.6
	(3.5)	(3.1)	(2.7)	(3.9)	(2.0)	(6.7)	(2.8)	(3.0)	(3.4)
None of these	1.3	1.1	0.8	1.7	0.7	0.9	1.5	0.6	0.6
	(0.8)	(0.7)	(0.5)	(1.0)	(0.3)	(1.2)	(0.7)	(0.5)	(0.5)
Number of respondents	1032	1335	1927	1047	3257	442	1517	1557	1529

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Services/Programs	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Percentage in schools that usually provided when needed:*												
Speech/language therapy	97.1	97.3	96.5	98.3	96.0	99.1	98.9	99.3	98.1	97.3	99.0	100
	(0.5)	(0.8)	(1.2)	(1.0)	(0.9)	(0.7)	(0.8)	(0.5)	(1.0)	(1.4)	(0.9)	(0.0)
Physical therapy	65.1	63.5	61.8	67.8	65.8	79.2	62.6	79.8	77.4	73.5	86.6	96.9
	(1.7)	(3.1)	(3.7)	(4.2)	(2.7)	(3.2)	(4.5)	(2.6)	(3.4)	(4.6)	(3.1)	(2.7)
Occupational therapy	63.6	61.1	58.7	66.4	67.2	69.6	61.1	70.7	78.1	76.3	84.8	96.6
	(1.7)	(3.0)	(3.7)	(4.0)	(2.6)	(3.7)	(4.6)	(3.0)	(3.3)	(4.4)	(3.2)	(2.8)
Hearing-loss therapy	77.2	78.8	70.7	68.6	74.6	81.1	88.3	86.6	82.6	83.6	86.5	95.7
	(1.5)	(2.6)	(3.6)	(4.2)	(2.6)	(3.3)	(2.8)	(2.2)	(3.4)	(3.9)	(3.2)	(3.3)
Psychotherapy/counseling	76.2	75.1	84.9	74.9	72.7	82.2	82.8	96.1	84.7	87.1	80.3	98.0
	(1.4)	(2.4)	(2.5)	(3.4)	(2.4)	(2.9)	(3.2)	(1.2)	(2.9)	(3.1)	(3.6)	(2.3)
Medical services	62.7	60.6	66.8	46.7	66.1	70.4	65.9	74.7	74.6	63.9	76.4	96.8
	(1.7)	(2.9)	(3.5)	(4.3)	(2.6)	(3.6)	(4.4)	(3.0)	(3.7)	(4.8)	(3.8)	(2.8)
Adaptive physical education	80.1	78.2	85.0	79.1	81.1	85.0	80.4	92.6	86.1	83.0	87.2	99.5
	(1.3)	(2.3)	(2.5)	(3.2)	(2.0)	(2.7)	(3.4)	(1.7)	(2.6)	(3.5)	(2.9)	(1.1)
Social work services	75.3	74.3	86.3	74.6	72.6	79.4	81.4	73.8	72.3	76.7	76.6	87.1
	(1.5)	(2.4)	(2.3)	(3.4)	(2.3)	(3.2)	(3.3)	(3.1)	(3.6)	(4.1)	(3.9)	(6.6)
Special transportation	94.8	94.0	94.6	96.4	95.8	98.1	97.0	97.5	98.5	94.3	98.7	100
	(0.7)	(1.3)	(1.5)	(1.4)	(1.0)	(1.0)	(1.4)	(1.0)	(0.9)	(2.1)	(1.0)	(0.0)
Human aides or tutors	92.8	92.4	93.0	97.5	91.9	93.7	93.9	96.2	96.5	95.9	97.9	98.9
	(0.8)	(1.4)	(1.7)	(1.2)	(1.4)	(1.8)	(2.0)	(1.2)	(1.4)	(1.8)	(1.3)	(1.6)
Physical aids	60.1	59.8	53.0	52.7	60.5	75.4	75.0	87.4	75.6	57.9	70.5	98.3
	(1.7)	(3.1)	(3.9)	(4.4)	(2.7)	(3.3)	(3.7)	(2.1)	(3.7)	(5.1)	(4.2)	(2.0)
None of these	0.4	0.4	0.4	0.4	0.7	0.0	0.2	0.6	0.3	0.0	0.0	0.0
	(0.2)	(0.3)	(0.4)	(0.4)	(0.4)	(0.0)	(0.4)	(0.5)	(0.4)	(0.0)	(0.0)	(0.0)
Number of respondents	4230	504	325	266	504	475	372	552	377	201	403	47
Percentage in schools serving non-disabled students that had:**												
Regular education classrooms	93.4	92.7	93.9	98.2	94.6	94.8	92.0	98.0	92.1	94.4	93.1	---
	(0.9)	(1.3)	(1.6)	(1.0)	(1.2)	(2.2)	(2.3)	(1.5)	(2.2)	(2.2)	(3.7)	
Part-time resource rooms	91.9	93.7	89.3	90.7	88.9	91.1	92.6	88.3	85.8	88.8	80.8	---
	(1.0)	(1.2)	(2.1)	(2.2)	(1.7)	(2.8)	(2.3)	(3.6)	(2.9)	(3.0)	(5.8)	
Pull-out/itinerant services	85.9	85.9	83.1	95.4	84.3	90.4	92.2	88.3	93.0	87.1	89.7	---
	(1.3)	(1.8)	(2.5)	(1.6)	(1.9)	(2.9)	(2.3)	(3.6)	(2.1)	(3.2)	(4.5)	
Self-contained classrooms	70.5	69.1	68.0	74.8	73.2	71.5	79.4	81.6	82.3	72.6	82.8	---
	(1.7)	(2.3)	(3.1)	(3.2)	(2.3)	(4.5)	(3.5)	(4.3)	(3.1)	(4.2)	(5.5)	
All of these	57.8	58.2	54.0	64.1	56.0	60.0	65.4	67.0	64.1	59.8	62.1	---
	(1.8)	(2.5)	(3.3)	(3.6)	(2.6)	(4.8)	(4.1)	(5.2)	(4.0)	(4.6)	(7.1)	
Number of respondents	4160	822	440	394	643	343	432	223	434	253	169	7

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Services/Programs	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that usually provided when needed:*											
Speech/language therapy	97.5	96.8	97.0	96.9	97.3	97.7	95.6	98.4	97.1	96.2	97.9
	(1.0)	(1.0)	(0.9)	(0.7)	(0.9)	(0.9)	(1.0)	(0.6)	(0.7)	(1.2)	(1.1)
Physical therapy	53.4	69.7	69.3	64.1	67.3	65.3	62.7	68.3	66.3	61.7	64.5
	(3.7)	(2.9)	(3.1)	(2.1)	(2.9)	(3.3)	(2.8)	(2.5)	(2.2)	(3.5)	(4.2)
Occupational therapy	57.4	66.0	65.7	62.3	66.1	61.3	62.2	68.4	63.7	65.7	59.6
	(3.6)	(2.9)	(3.0)	(2.1)	(2.9)	(3.3)	(2.8)	(2.5)	(2.2)	(3.4)	(4.3)
Hearing-loss therapy	69.5	84.8	76.8	77.1	77.3	72.4	79.0	80.8	76.8	71.8	86.2
	(3.4)	(2.3)	(2.9)	(1.9)	(2.6)	(3.1)	(2.4)	(2.2)	(2.0)	(3.4)	(3.1)
Psychotherapy/counseling	79.6	76.2	72.5	75.1	78.8	75.5	76.2	77.1	76.3	76.8	75.9
	(2.8)	(2.5)	(2.6)	(1.8)	(2.4)	(2.8)	(2.3)	(2.2)	(1.8)	(2.8)	(3.5)
Medical services	71.5	63.8	53.5	62.8	62.5	63.1	60.3	65.8	63.5	56.3	68.7
	(3.2)	(3.1)	(3.0)	(2.1)	(3.0)	(3.3)	(2.8)	(2.6)	(2.2)	(3.6)	(4.0)
Adaptive physical education	78.6	85.3	73.8	79.7	80.9	80.6	78.7	81.4	80.9	78.9	76.7
	(2.7)	(2.0)	(2.7)	(1.6)	(2.3)	(2.5)	(2.2)	(2.0)	(1.7)	(2.7)	(3.4)
Social work services	84.1	71.2	71.2	74.6	76.7	78.0	72.3	76.3	76.3	73.4	73.8
	(2.5)	(2.6)	(2.5)	(1.8)	(2.5)	(2.7)	(2.4)	(2.3)	(1.9)	(3.0)	(3.7)
Special transportation	94.9	96.8	92.4	94.4	95.5	93.8	95.0	95.7	94.2	94.1	98.5
	(1.4)	(1.0)	(1.5)	(0.9)	(1.2)	(1.5)	(1.1)	(1.0)	(1.0)	(1.5)	(1.0)
Human aides or tutors	93.1	93.7	91.2	92.6	93.1	91.2	92.9	94.6	92.6	93.1	93.0
	(1.7)	(1.4)	(1.5)	(1.0)	(1.4)	(1.8)	(1.3)	(1.1)	(1.1)	(1.6)	(2.0)
Physical aids	50.4	64.9	61.1	59.8	60.6	60.3	57.4	63.5	59.5	57.6	65.7
	(3.6)	(3.1)	(3.1)	(2.1)	(3.0)	(3.4)	(2.8)	(2.6)	(2.2)	(3.5)	(4.1)
None of these	0.3	0.7	0.3	0.5	0.3	0.2	0.7	0.4	0.4	0.7	0.1
	(0.3)	(0.5)	(0.3)	(0.3)	(0.3)	(0.2)	(0.4)	(0.3)	(0.3)	(0.5)	(0.3)
Number of respondents	1318	1236	645	2579	1645	1161	1481	1588	2708	856	632
Percentage in schools serving non-disabled students that had:**											
Regular education classrooms	92.0	97.0	91.2	92.5	95.5	94.4	94.0	91.2	93.9	91.7	93.8
	(1.9)	(1.0)	(1.5)	(1.2)	(1.3)	(1.5)	(1.4)	(1.7)	(1.1)	(2.0)	(2.2)
Part-time resource rooms	81.5	98.0	93.7	91.8	92.1	90.7	92.0	93.3	91.0	93.2	95.0
	(2.7)	(0.8)	(1.3)	(1.2)	(1.8)	(2.0)	1.6)	(1.5)	(1.4)	(1.8)	(2.0)
Pull-out/itinerant services	88.4	89.6	81.2	84.7	88.5	86.0	85.6	86.2	85.2	87.4	86.9
	(2.2)	(1.8)	(2.1)	(1.6)	(2.1)	(2.3)	(2.0)	(2.1)	(1.7)	(2.4)	(3.1)
Self-contained classrooms	81.7	71.6	62.3	70.5	70.5	71.5	68.9	71.6	70.4	71.3	69.4
	(2.7)	(2.6)	(2.6)	(2.0)	(3.0)	(3.0)	(2.7)	(2.8)	(2.2)	(3.3)	(4.2)
All of these	60.9	64.6	50.0	57.2	59.1	57.2	58.1	58.1	58.3	55.5	59.2
	(3.4)	(2.8)	(2.6)	(2.2)	(3.2)	(3.3)	(2.9)	(3.0)	(2.3)	(3.6)	(4.5)
Number of respondents	1512	1553	1075	2602	1554	1244	1530	1386	2597	905	614

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	97.1	97.6	97.7	94.2	97.6	97.5	96.4	97.7	96.8
	(1.2)	(1.0)	(0.9)	(1.8)	(0.6)	(2.2)	(1.1)	(0.9)	(1.2)
Physical therapy	59.0	68.8	66.6	59.4	67.7	60.1	61.5	67.8	65.9
	(4.1)	(3.4)	(3.0)	(4.3)	(2.2)	(7.8)	(3.3)	(3.2)	(3.7)
Occupational therapy	62.4	63.1	68.3	64.1	64.9	61.9	61.4	65.4	67.0
	(4.0)	(3.6)	(2.9)	(4.1)	(2.2)	(7.7)	(3.3)	(3.3)	(3.6)
Hearing-loss therapy	72.4	80.5	77.5	71.7	79.2	80.8	78.3	75.4	76.6
	(3.8)	(3.0)	(2.7)	(4.0)	(1.9)	(6.3)	(2.8)	(3.0)	(3.4)
Psychotherapy/counseling	78.1	76.1	73.6	76.9	73.8	92.1	78.6	70.6	78.9
	(3.2)	(3.0)	(2.6)	(3.4)	(1.9)	(3.9)	(2.6)	(3.0)	(3.0)
Medical services	66.8	64.3	58.6	68.0	60.0	68.7	66.9	62.3	57.8
	(3.8)	(3.5)	(3.1)	(3.9)	(2.3)	(7.3)	(3.1)	(3.3)	(3.9)
Adaptive physical education	79.2	76.0	83.2	80.6	77.9	88.2	77.4	81.9	81.0
	(3.1)	(2.9)	(2.2)	(3.2)	(1.8)	(4.7)	(2.6)	(2.5)	(2.8)
Social work services	82.8	72.8	71.4	82.1	72.7	78.5	75.1	74.9	74.9
	(3.0)	(3.1)	(2.7)	(3.2)	(2.0)	(6.1)	(2.8)	(2.8)	(3.2)
Special transportation	93.9	95.1	94.7	92.1	95.4	93.9	93.5	94.5	95.8
	(1.8)	(1.5)	(1.3)	(2.1)	(0.9)	(3.4)	(1.5)	(1.4)	(1.4)
Human aides or tutors	94.4	92.5	93.0	89.6	93.5	98.0	92.4	93.6	93.7
	(1.7)	(1.8)	(1.5)	(2.4)	(1.0)	(2.0)	(1.6)	(1.5)	(1.7)
Physical aids	61.1	57.5	56.2	56.7	60.9	52.2	57.8	59.5	57.5
	(4.0)	(3.6)	(3.1)	(4.2)	(2.3)	(8.0)	(3.3)	(3.4)	(3.8)
None of these	0.3	0.2	0.5	0.8	0.4	0.0	0.6	0.3	0.3
	(0.4)	(0.3)	(0.4)	(0.7)	(0.3)	(0.2)	(0.5)	(0.3)	(0.4)
Number of respondents	755	983	1439	765	2402	337	1088	1153	1168
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	92.9	92.2	94.8	92.1	94.5	93.2	92.5	94.3	94.2
	(2.2)	(2.1)	(1.4)	(2.6)	(1.1)	(3.9)	(1.8)	(1.7)	(1.9)
Part-time resource rooms	90.1	91.7	91.9	82.8	93.8	91.5	88.7	91.8	95.3
	(2.6)	(2.1)	(1.8)	(3.6)	(1.2)	(4.3)	(2.2)	(2.0)	(1.7)
Pull-out/itinerant services	85.1	85.8	85.4	81.5	86.3	90.7	84.0	86.8	85.9
	(3.1)	(2.7)	(2.3)	(3.7)	(1.6)	(4.5)	(2.5)	(2.4)	(2.8)
Self-contained classrooms	73.8	71.4	66.9	74.2	68.3	88.4	69.8	72.5	71.9
	(3.8)	(3.5)	(3.0)	(4.1)	(2.2)	(5.0)	(3.1)	(3.2)	(3.7)
All of these	60.4	58.6	55.7	55.2	57.8	78.5	55.6	60.8	61.4
	(4.2)	(3.8)	(3.2)	(4.7)	(2.4)	(6.4)	(3.4)	(3.5)	(4.0)
Number of respondents	717	936	1465	675	2380	358	1106	1115	1112

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Services/Programs	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools with vocational classes designed specifically for students with disabilities	55.0	53.0	61.6	47.7	55.8	70.2	62.1	83.9	62.6	52.4	64.0	93.4
	(1.6)	(2.5)	(3.0)	(3.6)	(2.3)	(3.4)	(4.0)	(2.2)	(3.4)	(4.4)	(4.3)	(3.9)
Number of respondents	5802	836	508	412	795	658	501	700	530	295	491	76
Percentage in schools that helped students with disabilities in regular vocational classes by:*												
Making physical adaptations	44.3	44.0	46.1	41.6	42.8	43.0	52.9	65.0	73.8	38.6	43.5	---
	(1.7)	(2.6)	(3.5)	(3.7)	(2.7)	(5.0)	(4.5)	(5.1)	(3.7)	(4.9)	(7.4)	
Increasing teacher contact	73.6	74.1	71.9	72.6	73.2	77.0	75.1	61.8	70.6	72.2	68.6	---
	(1.5)	(2.3)	(3.1)	(3.4)	(2.4)	(4.2)	(3.9)	(5.1)	(3.8)	(4.6)	(6.9)	
Providing human aides	44.1	45.4	51.7	41.7	33.3	52.7	55.8	72.2	67.0	51.8	71.7	---
	(1.7)	(2.6)	(3.5)	(3.7)	(2.6)	(5.0)	(4.5)	(4.7)	(3.9)	(5.1)	(6.7)	
Simplifying instruction	65.8	64.4	72.6	62.6	69.5	63.4	61.5	56.3	62.7	50.0	62.6	---
	(1.6)	(2.5)	(3.1)	(3.7)	(2.5)	(4.8)	(4.4)	(5.3)	(4.0)	(5.1)	(7.2)	
Other accommodations	8.8	8.6	9.7	8.7	9.0	11.4	7.4	6.5	7.3	7.1	12.4	---
	(1.0)	(1.4)	(2.1)	(2.1)	(1.6)	(3.2)	(2.4)	(2.6)	(2.2)	(2.6)	(4.9)	
Number of respondents	3841	781	406	365	585	316	401	216	402	226	140	3
Average percentage of vocational course time spent in:												
Classroom instruction	60.1	61.6	60.6	62.9	57.1	54.4	59.5	53.1	54.3	57.8	55.3	44.5
	(1.0)	(1.5)	(1.9)	(2.2)	(1.4)	(2.4)	(2.5)	(1.9)	(2.0)	(2.8)	(2.7)	(5.5)
Work experience at school	14.1	12.3	14.3	10.7	18.2	19.6	14.1	25.0	18.0	15.7	17.4	37.7
	(0.6)	(0.9)	(1.3)	(1.2)	(1.0)	(1.8)	(1.6)	(1.5)	(1.6)	(1.8)	(1.7)	(4.7)
Community-based experience	15.7	15.2	15.9	16.3	15.9	18.9	17.7	17.8	19.8	16.1	21.0	16.6
	(0.6)	(1.0)	(1.3)	(1.5)	(0.9)	(1.7)	(1.6)	(1.1)	(1.5)	(1.8)	(2.3)	(2.2)
Number of respondents	5116	741	435	353	710	596	425	628	450	247	445	70

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 198: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Services/Programs	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools with vocational classes designed specifically for students with disabilities	63.6	60.5	42.3	54.7	55.7	50.9	56.2	58.6	54.8	54.5	57.5
	(3.0)	(2.6)	(2.5)	(1.9)	(2.7)	(3.0)	(2.5)	(2.4)	(2.0)	(3.1)	(3.8)
Number of respondents	1766	1755	1142	3570	2222	1579	2045	2178	3636	1249	866
Percentage in schools that helped students with disabilities in regular vocational classes by:*											
Making physical adaptations	39.3	47.4	44.1	44.1	44.7	43.2	43.0	47.6	44.5	40.7	47.9
	(3.6)	(2.9)	(2.7)	(2.1)	(3.1)	(3.3)	(2.7)	(2.8)	(2.2)	(3.5)	(4.1)
Increasing teacher contact	73.2	78.0	70.0	72.1	76.9	76.6	71.0	73.7	73.3	77.0	69.4
	(3.2)	(2.4)	(2.5)	(1.9)	(2.6)	(2.8)	(2.5)	(2.5)	(2.0)	(3.0)	(3.7)
Providing human aides	49.2	55.1	30.0	43.1	46.3	44.8	44.6	42.5	45.5	41.3	40.5
	(3.6)	(2.9)	(2.5)	(2.1)	(3.1)	(3.3)	(2.7)	(2.8)	(2.2)	(3.5)	(4.0)
Simplifying instruction	56.5	69.9	67.4	64.6	68.7	66.0	66.2	65.0	65.5	65.4	68.1
	(3.6)	(2.6)	(2.5)	(2.0)	(2.9)	(3.1)	(2.6)	(2.7)	(2.1)	(3.4)	(3.8)
Other accommodations	6.8	10.8	7.9	9.1	8.1	7.2	9.7	9.6	8.2	11.2	8.5
	(1.8)	(1.8)	(1.5)	(1.2)	(1.7)	(1.7)	(1.6)	(1.7)	(1.2)	(2.2)	(2.3)
Number of respondents	1336	1472	1012	2407	1430	1102	1436	1303	2362	839	598
Average percentage of vocational course time spent in:											
Classroom instruction	58.1	59.0	62.9	60.4	59.6	62.7	59.4	58.1	60.7	58.9	59.3
	(1.9)	(1.7)	(1.6)	(1.2)	(1.7)	(2.0)	(1.5)	(1.4)	(1.2)	(1.9)	(2.4)
Work experience at school	14.9	13.7	13.0	14.2	14.0	12.5	14.1	16.1	14.2	14.3	13.6
	(1.3)	(1.0)	(1.0)	(0.7)	(1.1)	(1.2)	(1.0)	(1.0)	(0.8)	(1.2)	(1.4)
Community-based experience	19.5	15.8	13.1	15.8	15.4	13.5	16.5	17.2	15.3	16.5	16.3
	(1.4)	(1.1)	(1.0)	(0.8)	(1.1)	(1.2)	(1.0)	(1.0)	(0.8)	(1.2)	(1.6)
Number of respondents	1487	1508	1021	3147	1957	1358	1812	1943	3181	1109	774

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19C: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

	Household Income			Ethnicity			Head of Household's Education		
Services/Programs	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	52.7	59.9	52.1	59.4	53.0	61.6	52.6	58.0	53.7
	(3.7)	(3.2)	(2.8)	(3.8)	(2.1)	(6.4)	(2.9)	(3.0)	(3.5)
Number of respondents	1045	1339	1942	1057	3279	443	1524	1567	1544
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	36.3	42.2	49.3	39.3	44.6	46.8	43.0	41.5	45.3
	(4.0)	(3.5)	(3.1)	(4.4)	(2.3)	(7.7)	(3.1)	(3.3)	(4.0)
Increasing teacher contact	74.1	67.7	74.3	70.6	74.2	66.0	68.3	75.8	74.0
	(3.6)	(3.3)	(2.7)	(4.1)	(2.0)	(7.3)	(3.0)	(2.9)	(3.5)
Providing human aides	36.4	45.3	53.4	42.3	46.1	54.0	41.4	46.8	51.4
	(4.0)	(3.5)	(3.1)	(4.4)	(2.3)	(7.7)	(3.1)	(3.3)	(4.0)
Simplifying instruction	62.0	62.7	66.8	58.5	67.4	54.6	65.8	62.5	62.8
	(4.0)	(3.4)	(2.9)	(4.4)	(2.1)	(7.7)	(3.0)	(3.2)	(3.9)
Other accommodations	6.9	10.5	9.7	6.6	10.7	7.4	7.4	10.2	11.0
	(2.1)	(2.2)	(1.8)	(2.2)	(1.4)	(4.0)	(1.7)	(2.0)	(2.5)
Number of respondents	637	850	1354	614	2205	305	999	1028	1018
Average percentage of vocational course time spent in:									
Classroom instruction	63.3	59.3	57.7	62.2	59.9	55.4	62.9	58.9	55.5
	(2.3)	(1.9)	(1.7)	(2.3)	(1.3)	(4.2)	(1.8)	(1.8)	(2.1)
Work experience at school	13.5	14.8	15.2	14.4	14.9	11.8	14.6	14.4	14.9
	(1.4)	(1.3)	(1.2)	(1.5)	(0.8)	(2.4)	(1.2)	(1.2)	(1.4)
Community-based experience	16.1	14.9	17.1	15.8	14.9	23.9	13.7	17.4	18.1
	(1.5)	(1.2)	(1.2)	(1.6)	(0.8)	(3.3)	(1.1)	(1.2)	(1.5)
Number of respondents	922	1165	1679	916	2882	383	1330	1388	1319

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	91.1	90.8	91.0	89.5	91.9	94.3	93.7	96.0	93.5	89.2	84.4	94.4
	(0.9)	(1.4)	(1.8)	(2.2)	(1.3)	(1.7)	(1.9)	(1.2)	(1.8)	(2.7)	(3.1)	(3.6)
Number of respondents	5831	843	514	412	801	658	501	704	531	296	495	76
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:												
Routinely to all students	71.7	78.3	68.4	73.2	61.4	50.1	63.0	26.3	69.7	68.9	33.3	4.8
	(1.5)	(2.1)	(3.0)	(3.4)	(2.4)	(3.8)	(4.1)	(2.6)	(3.3)	(4.3)	(4.1)	(3.5)
Routinely only to special education students	17.6	12.4	19.0	12.4	26.0	41.3	24.0	70.0	22.0	21.4	47.1	94.6
	(1.2)	(1.7)	(2.6)	(2.5)	(2.2)	(3.7)	(3.6)	(2.7)	(3.0)	(3.8)	(4.4)	(3.7)
Routinely only to those with some disabilities	2.9	3.1	1.6	3.4	2.9	2.6	6.1	2.2	0.6	3.9	4.4	0.0
	(0.5)	(0.9)	(0.8)	(1.4)	(0.8)	(1.2)	(2.0)	(0.9)	(0.6)	(1.8)	(1.8)	(0.0)
Occasionally to special education students	6.5	5.3	10.4	9.1	7.4	5.8	5.3	1.5	5.7	5.9	14.7	0.6
	(0.8)	(1.2)	(2.0)	(2.2)	(1.3)	(1.8)	(1.9)	(0.7)	(1.7)	(2.2)	(3.1)	(1.2)
Rarely or never to special education students	1.3	1.0	0.6	1.9	2.2	0.3	1.7	0.0	2.0	0.0	0.5	0.0
	(0.4)	(0.5)	(0.5)	(1.0)	(0.7)	(0.4)	(1.1)	(0.0)	(1.0)	(0.0)	(0.6)	(0.0)
Number of respondents	5385	773	469	360	731	626	472	673	495	268	448	70
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*												
Grades 7 or 8	16.0	18.0	13.8	11.8	13.1	13.2	21.0	25.5	12.1	9.6	20.8	7.5
	(1.6)	(3.2)	(3.3)	(3.9)	(2.2)	(2.9)	(5.1)	(3.2)	(3.5)	(3.6)	(4.0)	(4.1)
Grades 9 or 10	73.3	78.2	77.4	75.3	60.9	72.0	83.1	69.1	76.6	74.4	54.0	25.2
	(1.6)	(2.7)	(3.2)	(4.0)	(2.8)	(3.6)	(3.8)	(3.1)	(3.9)	(4.5)	(4.6)	(6.7)
Grades 11 or 12	78.9	81.8	81.8	80.1	71.0	85.2	87.7	88.5	76.9	80.8	56.8	81.7
	(1.4)	(2.3)	(2.7)	(3.4)	(2.4)	(2.8)	(3.1)	(2.1)	(3.6)	(3.8)	(4.5)	(6.0)
Ungraded classes	55.2	58.6	43.8	47.3	54.8	54.9	46.5	34.6	48.1	59.9	67.2	38.3
	(2.2)	(4.2)	(4.8)	(6.1)	(3.3)	(4.3)	(6.6)	(3.6)	(5.4)	(6.0)	(4.6)	(7.6)
Number of respondents	2994	289	213	145	398	443	185	475	252	149	371	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	89.7	93.1	89.8	91.0	91.2	85.7	93.2	94.8	90.6	92.1	92.0
	(1.9)	(1.4)	(1.6)	(1.1)	(1.5)	(2.1)	(1.3)	(1.1)	(1.2)	(1.7)	(2.1)
Number of respondents	1773	1780	1139	3589	2232	1586	2061	2184	3654	1258	868
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:											
Routinely to all students	64.3	72.9	80.7	71.9	71.4	74.4	72.1	68.0	70.7	72.6	76.2
	(3.2)	(2.5)	(2.1)	(1.8)	(2.6)	(2.8)	(2.3)	(2.4)	(1.9)	(2.9)	(3.4)
Routinely only to special education students	18.3	16.8	13.3	17.3	18.2	12.6	19.0	21.4	18.2	17.4	14.9
	(2.6)	(2.1)	(1.8)	(1.5)	(2.2)	(2.1)	(2.1)	(2.1)	(1.6)	(2.5)	(2.9)
Routinely only to those with some disabilities	3.9	4.3	0.9	2.8	3.2	3.5	2.4	2.9	3.5	0.9	2.5
	(1.3)	(1.1)	(0.5)	(0.7)	(1.0)	(1.2)	(0.8)	(0.9)	(0.8)	(0.6)	(1.3)
Occasionally to special education students	12.9	4.8	3.2	6.6	6.3	8.3	5.1	6.5	6.3	8.5	4.4
	(2.2)	(1.2)	(0.9)	(1.0)	(1.4)	(1.8)	(1.1)	(1.3)	(1.0)	(1.8)	(1.6)
Rarely or never to special education students	0.6	1.2	1.9	1.4	0.9	1.2	1.3	1.2	1.3	0.6	1.9
	(0.5)	(0.6)	(0.7)	(0.5)	(0.5)	(0.7)	(0.6)	(0.5)	(0.5)	(0.5)	(1.1)
Number of respondents	1620	1642	1027	3308	2067	1383	1941	2061	3361	1172	804
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*											
Grades 7 or 8	11.4	19.8	15.6	17.1	13.4	24.5	11.3	11.5	18.0	11.6	10.9
	(3.1)	(3.2)	(2.8)	(2.0)	(2.5)	(3.6)	(2.2)	(2.0)	(2.1)	(2.8)	(3.3)
Grades 9 or 10	78.8	79.9	64.5	74.4	70.8	71.7	74.1	74.0	72.4	73.2	78.6
	(3.1)	(2.7)	(3.1)	(2.0)	(2.9)	(3.3)	(2.6)	(2.5)	(2.1)	(3.3)	(3.7)
Grades 11 or 12	78.9	79.7	80.1	79.9	76.9	75.3	82.0	78.5	77.6	78.4	86.3
	(2.9)	(2.5)	(2.4)	(1.7)	(2.5)	(3.0)	(2.1)	(2.2)	(1.9)	(2.8)	(2.9)
Ungraded classes	49.5	69.2	43.3	57.5	50.5	50.5	59.2	55.1	57.5	52.0	48.1
	(4.9)	(3.9)	(3.9)	(2.6)	(3.7)	(4.3)	(3.5)	(3.2)	(2.7)	(4.4)	(5.3)
Number of respondents	732	747	476	1809	1176	747	1008	1239	1899	620	449

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	89.8	90.5	92.6	86.7	92.7	87.7	89.4	92.3	90.9
	(2.2)	(1.9)	(1.4)	(2.6)	(1.1)	(4.6)	(1.8)	(1.6)	(2.0)
Number of respondents	1048	1352	1957	1066	3291	449	1531	1576	1556
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	73.6	71.6	68.0	70.7	71.7	65.0	71.3	72.6	68.0
	(3.4)	(3.1)	(2.7)	(3.7)	(1.9)	(6.8)	(2.7)	(2.8)	(3.4)
Routinely only to special education students	18.6	17.7	19.0	20.3	17.6	19.9	18.1	18.5	18.7
	(3.0)	(2.6)	(2.3)	(3.3)	(1.6)	(5.7)	(2.3)	(2.4)	(2.8)
Routinely only to those with some disabilities	1.3	2.3	4.6	2.3	3.0	4.3	2.0	2.6	4.7
	(0.9)	(1.0)	(1.2)	(1.2)	(0.7)	(2.9)	(0.8)	(1.0)	(1.6)
Occasionally to special education students	5.5	7.9	6.8	5.4	6.6	10.8	7.4	5.3	7.9
	(1.7)	(1.8)	(1.4)	(1.8)	(1.1)	(4.4)	(1.6)	(1.4)	(2.0)
Rarely or never to special education students	1.0	0.5	1.6	1.3	1.1	0.0	1.2	1.1	0.7
	(0.8)	(0.5)	(0.7)	(0.9)	(0.4)	(0.2)	(0.6)	(0.6)	(0.6)
Number of respondents	967	1233	1812	972	3054	404	1408	1472	1415
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	16.0	18.9	13.6	15.9	15.0	14.9	19.1	16.6	11.2
	(3.5)	(3.4)	(2.7)	(3.8)	(2.0)	(6.6)	(3.1)	(3.1)	(2.9)
Grades 9 or 10	69.0	76.2	76.4	71.4	74.6	67.6	74.2	77.7	68.1
	(3.9)	(3.2)	(2.8)	(4.0)	(2.1)	(7.7)	(3.0)	(3.0)	(3.8)
Grades 11 or 12	75.2	78.1	80.1	75.6	81.1	67.7	77.0	83.0	72.2
	(3.5)	(3.0)	(2.5)	(3.7)	(1.8)	(7.2)	(2.7)	(2.5)	(3.4)
Ungraded classes	54.3	52.6	62.5	51.0	61.6	46.2	52.7	61.6	57.8
	(4.9)	(4.5)	(3.8)	(5.4)	(2.7)	(9.5)	(4.1)	(4.1)	(4.7)
Number of respondents	559	694	971	520	1718	236	764	800	826

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category										
		Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Of students in schools providing vocational assessment/counseling, percentage in schools that:												
Used formal assessment of student interests/skills	80.8	80.4	85.9	82.0	78.6	79.4	79.2	96.2	85.0	71.0	91.6	97.4
	(1.3)	(2.1)	(2.3)	(3.0)	(2.0)	(3.0)	(3.4)	(1.2)	(2.7)	(4.2)	(2.5)	(2.5)
Gave students information about alternative careers	91.1	91.9	92.7	86.3	89.9	94.2	94.9	98.6	85.7	88.7	75.8	94.0
	(0.9)	(1.4)	(1.7)	(2.6)	(1.5)	(1.7)	(1.8)	(0.7)	(2.7)	(2.9)	(3.9)	(3.8)
Recommended specific careers	72.0	70.8	78.1	72.1	71.8	83.7	77.0	91.0	80.0	61.8	61.6	91.8
	(1.4)	(2.4)	(2.7)	(3.5)	(2.2)	(2.7)	(3.5)	(1.8)	(3.1)	(4.5)	(4.4)	(4.4)
Recommended specific training/ education	76.3	74.8	83.2	72.7	76.6	85.1	82.5	95.0	80.3	77.1	68.4	93.4
	(1.4)	(2.3)	(2.4)	(3.4)	(2.1)	(2.6)	(3.1)	(1.4)	(3.1)	(3.9)	(4.2)	(4.0)
Informed students about colleges/ training programs for students with disabilities	69.2	71.1	76.3	64.0	60.7	82.2	80.8	93.3	69.7	78.3	51.0	93.7
	(1.5)	(2.4)	(2.8)	(3.7)	(2.4)	(2.8)	(3.3)	(1.6)	(3.5)	(3.8)	(4.5)	(3.9)
Number of respondents	5401	771	473	366	731	627	473	675	499	268	448	70

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of students in schools providing vocational assessment/counseling, percentage in schools that:											
Used formal assessment of student interests/skills	82.3	83.3	76.6	81.0	80.4	79.2	82.3	80.5	80.5	80.2	83.4
	(2.5)	(2.1)	(2.3)	(1.5)	(2.2)	(2.6)	(2.0)	(2.0)	(1.7)	(2.6)	(3.0)
Gave students information about alternative careers	91.5	94.5	86.7	91.7	90.0	92.0	90.7	90.8	91.6	88.3	92.7
	(1.8)	(1.3)	(1.8)	(1.1)	(1.7)	(1.7)	(1.5)	(1.4)	(1.2)	(2.1)	(2.1)
Recommended specific careers	75.5	78.8	60.8	73.0	69.9	69.1	73.7	73.1	71.3	72.4	74.6
	(2.8)	(2.3)	(2.7)	(1.8)	(2.6)	(2.9)	(2.3)	(2.2)	(1.9)	(2.9)	(3.4)
Recommended specific training/ education	78.1	81.6	68.2	75.6	78.0	75.0	76.7	77.3	75.5	75.6	81.4
	(2.7)	(2.2)	(2.5)	(1.7)	(2.3)	(2.8)	(2.2)	(2.1)	(1.8)	(2.8)	(3.1)
Informed students about colleges/ training programs for students with disabilities	72.5	76.7	58.5	69.7	68.2	66.5	70.8	69.9	67.2	72.5	75.0
	(3.0)	(2.4)	(2.7)	(1.8)	(2.6)	(3.0)	(2.3)	(2.3)	(2.0)	(2.9)	(3.4)
Number of respondents	1627	1661	1017	3315	2076	1383	1947	2071	3364	1176	813

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	81.8	78.3	81.0	82.8	81.4	68.2	80.5	77.7	82.5
	(2.9)	(2.8)	(2.3)	(3.0)	(1.6)	(6.8)	(2.4)	(2.6)	(2.7)
Gave students information about alternative careers	89.5	90.5	95.3	92.0	91.9	79.1	89.6	94.2	91.7
	(2.3)	(2.0)	(1.2)	(2.1)	(1.1)	(5.9)	(1.8)	(1.5)	(2.0)
Recommended specific careers	71.3	73.9	75.6	75.4	72.8	65.2	70.7	76.5	74.1
	(3.4)	(3.0)	(2.5)	(3.4)	(1.9)	(6.9)	(2.7)	(2.6)	(3.1)
Recommended specific training/ education	71.6	76.3	80.7	80.4	75.7	71.5	72.6	76.2	84.2
	(3.4)	(2.9)	(2.3)	(3.1)	(1.8)	(6.6)	(2.7)	(2.7)	(2.6)
Informed students about colleges/ training programs for students with disabilities	63.1	68.3	76.5	69.5	70.0	56.6	64.3	72.7	73.7
	(3.6)	(3.1)	(2.4)	(3.6)	(1.9)	(7.2)	(2.9)	(2.8)	(3.2)
Number of respondents	968	1235	1821	972	3064	407	1413	1468	1426

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools that provided work adjustment training to secondary special ed. students	86.5	84.9	88.0	89.9	88.7	91.1	86.6	96.6	91.2	82.3	89.0	95.8
	(1.1)	(1.8)	(2.0)	(2.2)	(1.5)	(2.0)	(2.7)	(1.1)	(2.1)	(3.3)	(2.7)	(3.1)
Number of respondents	5818	839	514	412	796	657	498	703	532	295	496	76
Of students in schools providing work adjustment training, percentage in schools that provided it:												
Routinely to all students	51.4	56.8	50.7	53.4	41.3	34.8	45.5	18.5	55.1	53.6	31.1	4.2
	(1.7)	(2.7)	(3.3)	(3.8)	(2.5)	(3.6)	(4.3)	(2.3)	(3.6)	(4.7)	(4.3)	(3.2)
Routinely only to special education students	32.8	28.7	32.1	31.7	39.7	50.0	35.3	66.6	33.6	34.2	55.2	88.6
	(1.6)	(2.4)	(3.1)	(3.6)	(2.5)	(3.8)	(4.2)	(2.8)	(3.4)	(4.5)	(4.6)	(5.1)
Routinely only to those with some disabilities	9.3	8.1	10.5	9.1	12.2	10.6	9.5	9.9	4.5	7.4	7.9	7.1
	(1.0)	(1.5)	(2.0)	(2.2)	(1.6)	(2.4)	(2.6)	(1.8)	(1.5)	(2.5)	(2.5)	(4.1)
Occasionally to special education students	6.3	6.4	6.7	5.7	6.3	4.6	9.7	4.8	6.8	4.9	5.8	0.0
	(0.8)	(1.3)	(1.6)	(1.8)	(1.2)	(1.6)	(2.6)	(1.3)	(1.8)	(2.0)	(2.2)	(0.0)
Rarely or never to special education students	0.1	0.0	0.0	0.0	0.5	0.0	0.1	0.1	0.1	0.0	0.0	0.0
	(0.1)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.3)	(0.2)	(0.2)	(0.0)	(0.0)	(0.0)
Number of respondents	5248	711	462	364	705	607	446	676	487	257	462	71
Of students in schools providing work adjustment training, percentage in schools with training in:*												
Grades 7 or 8	17.6	16.8	15.4	19.4	18.3	15.1	12.9	41.3	10.4	19.8	24.9	12.7
	(1.6)	(3.1)	(3.4)	(4.7)	(2.5)	(3.1)	(4.1)	(3.6)	(3.2)	(4.8)	(4.1)	(5.2)
Grades 9 or 10	66.7	71.6	66.1	78.0	55.4	65.6	74.7	74.2	69.7	63.2	48.9	22.8
	(1.7)	(3.0)	(3.7)	(3.7)	(2.8)	(3.8)	(4.5)	(3.0)	(4.2)	(5.3)	(4.5)	(6.5)
Grades 11 or 12	77.4	80.2	81.2	83.9	68.1	86.7	82.5	92.9	78.8	72.4	61.1	81.2
	(1.4)	(2.3)	(2.7)	(3.0)	(2.4)	(2.6)	(3.5)	(1.6)	(3.3)	(4.3)	(4.3)	(6.1)
Ungraded classes	53.6	52.9	44.3	48.3	58.3	49.3	50.1	43.5	54.8	60.3	68.2	40.9
	(2.2)	(4.3)	(4.8)	(6.1)	(3.3)	(4.4)	(6.6)	(3.8)	(5.4)	(6.1)	(4.6)	(7.7)
Number of respondents	2985	286	212	145	394	443	185	475	253	147	371	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 218: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

	Community			Gender		Age in 1987			School Status		
Service Characteristics	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that provided work adjustment training to secondary special ed. students	91.8	85.0	84.4	85.9	87.9	83.8	87.3	88.7	85.6	89.3	87.4
	(1.7)	(1.9)	(1.9)	(1.3)	(1.8)	(2.2)	(1.7)	(1.5)	(1.4)	(1.9)	(2.5)
Number of respondents	1769	1780	1130	3580	2228	1575	2059	2184	3644	1256	867
Of students in schools providing work adjustment training, percentage in schools that provided it:											
Routinely to all students	53.2	47.6	57.3	51.5	51.4	58.9	47.3	48.5	52.1	48.7	51.8
	(3.3)	(2.9)	(2.8)	(2.0)	(2.9)	(3.2)	(2.7)	(2.6)	(2.2)	(3.3)	(4.1)
Routinely only to special education students	28.6	33.6	31.1	33.2	31.7	26.1	36.3	35.6	32.3	35.1	31.3
	(3.0)	(2.7)	(2.6)	(1.9)	(2.7)	(2.9)	(2.6)	(2.5)	(2.0)	(3.2)	(3.8)
Routinely only to those with some disabilities	10.2	13.3	5.0	8.9	10.3	9.3	8.8	10.2	8.9	8.9	12.5
	(2.0)	(2.0)	(1.2)	(1.2)	(1.8)	(1.9)	(1.5)	(1.6)	(1.2)	(1.9)	(2.7)
Occasionally to special education students	7.9	5.4	6.2	6.3	6.3	5.4	7.6	5.7	6.5	7.2	4.4
	(1.8)	(1.3)	(1.4)	(1.0)	(1.4)	(1.5)	(1.4)	(1.2)	(1.1)	(1.7)	(1.7)
Rarely or never to special education students	0.0	0.0	0.3	0.1	0.2	0.3	0.0	0.0	0.2	0.0	0.0
	(0.0)	(0.0)	(0.3)	(0.1)	(0.2)	(0.4)	(0.0)	(0.0)	(0.2)	(0.1)	(0.1)
Number of respondents	1602	1573	962	3211	2028	1350	1876	2022	3248	1151	802
Of students in schools providing work adjustment training, percentage in schools with training in:*											
Grades 7 or 8	14.6	10.6	25.3	16.6	19.5	26.6	11.9	13.9	16.9	21.3	15.8
	(3.4)	(2.5)	(3.3)	(1.9)	(2.9)	(3.7)	(2.3)	(2.2)	(2.0)	(3.5)	(3.8)
Grades 9 or 10	67.6	63.7	71.3	67.5	65.0	66.8	67.8	65.1	65.6	68.8	69.9
	(3.6)	(3.4)	(2.9)	(2.1)	(3.1)	(3.4)	(2.8)	(2.7)	(2.3)	(3.4)	(4.2)
Grades 11 or 12	78.3	75.4	80.8	78.2	75.7	76.7	78.2	77.0	75.3	80.8	82.7
	(2.9)	(2.6)	(2.3)	(1.7)	(2.5)	(2.9)	(2.2)	(2.2)	(1.9)	(2.6)	(3.1)
Ungraded classes	57.2	56.1	46.0	54.3	52.3	50.8	55.4	54.3	55.8	54.4	41.1
	(4.9)	(4.2)	(4.0)	(2.7)	(3.7)	(4.4)	(3.6)	(3.2)	(2.8)	(4.4)	(5.3)
Number of respondents	727	742	476	1806	1170	743	1005	1237	1896	618	446

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	83.5	85.8	88.5	89.1	84.9	89.3	83.3	86.0	90.2
	(2.7)	(2.2)	(1.8)	(2.4)	(1.5)	(4.3)	(2.2)	(2.1)	(2.0)
Number of respondents	1043	1349	1952	1065	3281	448	1528	1572	1550
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	53.6	52.5	47.6	56.5	49.3	48.5	55.0	51.2	44.5
	(3.9)	(3.5)	(2.9)	(4.1)	(2.2)	(6.9)	(3.1)	(3.2)	(3.6)
Routinely only to special education students	30.0	31.5	36.0	30.0	34.9	27.8	28.4	34.1	38.5
	(3.6)	(3.2)	(2.8)	(3.7)	(2.1)	(6.2)	(2.8)	(3.1)	(3.6)
Routinely only to those with some disabilities	8.3	8.5	10.2	5.7	10.5	5.5	8.7	8.4	10.2
	(2.2)	(1.9)	(1.8)	(1.9)	(1.4)	(3.1)	(1.7)	(1.8)	(2.2)
Occasionally to special education students	7.8	7.5	6.2	7.5	5.3	18.1	7.9	6.0	6.8
	(2.1)	(1.8)	(1.4)	(2.1)	(1.0)	(5.3)	(1.7)	(1.5)	(1.9)
Rarely or never to special education students	0.3	0.0	0.0	0.4	0.0	0.0	0.0	0.2	0.0
	(0.4)	(0.0)	(0.1)	(0.5)	(0.0)	(0.0)	(0.0)	(0.3)	(0.1)
Number of respondents	932	1204	1760	956	2951	401	1360	1401	1413
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	19.7	15.8	15.6	20.5	18.2	10.8	23.7	11.9	12.7
	(3.8)	(3.2)	(2.8)	(4.1)	(2.1)	(5.8)	(3.4)	(2.7)	(3.1)
Grades 9 or 10	62.7	67.0	68.0	67.0	66.9	63.2	65.6	66.8	63.3
	(4.0)	(3.6)	(3.2)	(4.1)	(2.3)	(7.9)	(3.3)	(3.4)	(4.0)
Grades 11 or 12	73.0	76.8	77.7	73.6	78.3	70.9	75.3	78.0	74.2
	(3.5)	(3.0)	(2.5)	(3.6)	(1.8)	(6.9)	(2.7)	(2.7)	(3.2)
Ungraded classes	57.2	51.9	56.8	60.3	56.0	49.0	48.6	59.6	61.3
	(4.9)	(4.5)	(3.9)	(5.3)	(2.8)	(9.6)	(4.1)	(4.2)	(4.6)
Number of respondents	560	689	966	522	1711	234	761	797	825

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Of students in schools providing work adjustment training, percentage in schools with training in:												
Production skills	66.9	65.6	64.6	67.0	70.2	74.4	73.3	66.9	66.1	63.9	80.1	52.7
	(1.5)	(2.6)	(3.1)	(3.6)	(2.3)	(3.3)	(3.8)	(3.0)	(3.7)	(4.5)	(3.5)	(8.0)
Relationships with coworkers/ supervisors	96.4	96.3	96.7	97.2	96.7	97.8	97.3	98.5	95.7	94.0	92.7	97.2
	(0.6)	(1.0)	(1.2)	(1.3)	(0.9)	(1.1)	(1.4)	(0.8)	(1.6)	(2.2)	(2.3)	(2.7)
Attendance/punctuality	99.3	99.5	99.8	99.1	98.8	98.6	98.0	99.6	100	98.5	99.0	93.6
	(0.3)	(0.4)	(0.3)	(0.7)	(0.5)	(0.9)	(1.2)	(0.4)	(0.0)	(1.1)	(0.9)	(3.9)
Appropriate dress/grooming	96.3	96.4	96.9	98.0	96.0	98.5	94.2	98.5	95.9	89.2	94.2	93.7
	(0.6)	(1.0)	(1.1)	(1.1)	(1.0)	(0.9)	(2.0)	(0.8)	(1.6)	(2.9)	(2.1)	(3.9)
Job-related practices (e.g., using sick leave)	78.0	79.3	75.0	72.6	76.4	89.3	84.9	91.2	75.8	74.5	74.0	91.6
	(1.4)	(2.2)	(2.8)	(3.4)	(2.1)	(2.3)	(3.1)	(1.8)	(3.3)	(4.1)	(3.9)	(4.5)
Work skills (e.g., counting change, completing forms)	86.7	86.4	80.3	86.8	90.6	93.0	84.1	91.3	79.0	81.7	90.5	87.5
	(1.1)	(1.9)	(2.6)	(2.6)	(1.5)	(1.9)	(3.1)	(1.8)	(3.2)	(3.6)	(2.6)	(5.3)
Use of transportation	63.2	63.0	62.3	61.9	61.8	79.4	67.9	85.7	68.5	70.8	64.2	82.7
	(1.6)	(2.6)	(3.2)	(3.7)	(2.5)	(3.0)	(4.0)	(2.2)	(3.6)	(4.2)	(4.2)	(6.1)
Number of respondents	5247	713	462	367	702	605	444	674	487	259	463	71

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 218: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of students in schools providing work adjustment training, percentage in schools with training in:											
Production skills	70.1	70.7	59.5	67.7	65.2	63.5	67.2	70.4	66.3	69.0	67.3
	(3.1)	(2.6)	(2.8)	(1.9)	(2.7)	(3.1)	(2.5)	(2.3)	(2.0)	(3.0)	(3.7)
Relationships with coworkers/ supervisors	96.4	98.1	94.8	96.4	96.4	94.5	97.6	97.1	96.3	97.1	96.2
	(1.2)	(0.8)	(1.2)	(0.7)	(1.1)	(1.5)	(0.8)	(0.9)	(0.8)	(1.1)	(1.5)
Attendance/punctuality	98.5	99.7	99.6	99.2	99.7	99.4	99.7	98.6	99.5	98.9	98.9
	(0.8)	(0.3)	(0.3)	(0.4)	(0.3)	(0.5)	(0.3)	(0.6)	(0.3)	(0.7)	(0.8)
Appropriate dress/grooming	97.1	99.3	92.5	96.2	96.4	95.9	96.4	96.7	95.9	96.8	97.6
	(1.1)	(0.5)	(1.5)	(0.8)	(1.1)	(1.3)	(1.0)	(0.9)	(0.8)	(1.1)	(1.2)
Job-related practices (e.g., using sick leave)	80.0	80.9	72.6	78.0	78.0	76.0	78.8	79.3	76.9	79.8	80.7
	(2.7)	(2.3)	(2.5)	(1.7)	(2.4)	(2.8)	(2.1)	(2.0)	(1.8)	(2.6)	(3.1)
Work skills (e.g., counting change, completing forms)	87.6	84.3	88.2	87.8	84.3	83.7	87.9	88.6	85.8	87.9	89.2
	(2.2)	(2.1)	(1.8)	(1.3)	(2.1)	(2.4)	(1.7)	(1.6)	(1.5)	(2.1)	(2.5)
Use of transportation	77.1	66.3	47.5	64.5	60.2	59.0	65.1	65.2	61.7	67.6	63.0
	(2.8)	(2.7)	(2.8)	(1.9)	(2.8)	(3.2)	(2.5)	(2.4)	(2.1)	(3.0)	(3.9)
Number of respondents	1610	1570	956	3210	2028	1351	1871	2025	3243	1153	804

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	70.1	64.3	68.4	69.3	69.2	50.6	64.4	69.6	68.4
	(3.5)	(3.3)	(2.7)	(3.7)	(2.0)	(7.3)	(2.9)	(2.9)	(3.4)
Relationships with coworkers/ supervisors	97.7	96.2	95.5	96.5	96.3	99.6	97.1	97.1	94.8
	(1.1)	(1.3)	(1.2)	(1.5)	(0.8)	(1.0)	(1.0)	(1.1)	(1.6)
Attendance/punctuality	99.4	99.4	98.9	99.4	99.1	100	99.4	99.0	99.2
	(0.6)	(0.5)	(0.6)	(0.6)	(0.4)	(0.1)	(0.5)	(0.6)	(0.6)
Appropriate dress/grooming	95.4	96.0	95.8	97.3	95.8	95.3	95.1	96.7	95.9
	(1.6)	(1.3)	(1.2)	(1.3)	(0.9)	(3.1)	(1.3)	(1.1)	(1.4)
Job-related practices (e.g., using sick leave)	78.3	77.8	78.1	79.2	77.9	82.9	76.6	79.1	81.4
	(3.1)	(2.8)	(2.4)	(3.2)	(1.8)	(5.5)	(2.6)	(2.6)	(2.8)
Work skills (e.g., counting change, completing forms)	86.6	87.4	86.6	88.7	86.1	92.0	87.0	89.6	84.1
	(2.6)	(2.3)	(2.0)	(2.5)	(1.5)	(4.0)	(2.1)	(1.9)	(2.6)
Use of transportation	66.4	64.0	64.0	69.4	62.4	64.6	61.2	67.2	67.0
	(3.6)	(3.3)	(2.8)	(3.7)	(2.1)	(7.0)	(3.0)	(3.0)	(3.4)
Number of respondents	931	1206	1759	963	2944	400	1362	1398	1413

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category										
		Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools that provided work exploration/experience to secondary special ed. students	64.6	64.2	61.1	67.3	63.6	76.6	76.1	87.1	79.5	76.4	71.2	96.9
	(1.5)	(2.4)	(3.0)	(3.4)	(2.3)	(3.0)	(3.4)	(2.1)	(3.0)	(3.7)	(3.9)	(2.7)
Number of respondents	5820	842	514	412	796	656	501	702	530	296	495	76
Of students in schools providing work exploration/experience, percentage in schools that provided it:												
Routinely to all students	48.0	50.9	52.4	57.7	40.4	29.9	53.3	18.5	45.3	51.9	28.5	4.3
	(1.9)	(3.1)	(3.9)	(4.3)	(2.9)	(3.5)	(4.7)	(2.4)	(4.0)	(5.0)	(4.2)	(3.2)
Routinely only to special education students	29.3	25.8	32.4	24.3	33.9	47.5	25.0	62.1	37.2	28.9	49.6	70.8
	(1.8)	(2.7)	(3.6)	(3.7)	(2.8)	(3.8)	(4.1)	(3.0)	(3.9)	(4.5)	(4.6)	(7.3)
Routinely only to those with some disabilities	9.3	9.7	3.1	4.2	11.7	11.5	8.4	12.8	5.2	8.9	12.9	6.0
	(1.1)	(1.8)	(1.3)	(1.7)	(1.9)	(2.5)	(2.6)	(2.1)	(1.8)	(2.9)	(3.1)	(3.8)
Occasionally to special education students	12.3	12.5	11.1	10.7	13.2	11.1	12.9	5.9	10.8	10.3	8.9	18.9
	(1.3)	(2.1)	(2.4)	(2.7)	(2.0)	(2.4)	(3.2)	(1.5)	(2.5)	(3.0)	(2.6)	(6.3)
Rarely or never to special education students	1.1	1.1	1.0	3.0	0.9	0.0	0.4	0.6	1.5	0.0	0.0	0.0
	(0.4)	(0.7)	(0.8)	(1.5)	(0.5)	(0.0)	(0.6)	(0.5)	(1.0)	(0.0)	(0.0)	(0.0)
Number of respondents	4390	539	337	288	523	556	381	627	422	230	415	72
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*												
Grades 7 or 8	2.9	1.4	5.9	5.4	3.0	8.6	0.9	1.6	6.5	3.9	11.2	1.8
	(0.7)	(1.0)	(2.3)	(2.8)	(1.1)	(2.5)	(1.3)	(1.0)	(2.7)	(2.4)	(3.1)	(2.1)
Grades 9 or 10	34.0	37.9	32.3	41.5	24.2	52.8	42.5	53.2	41.1	37.4	26.5	74.9
	(2.0)	(3.9)	(4.2)	(5.4)	(2.7)	(4.3)	(5.9)	(3.7)	(5.0)	(5.7)	(4.3)	(6.9)
Grades 11 or 12	67.8	73.7	63.5	69.1	54.9	76.9	73.2	88.4	69.3	72.7	54.4	84.2
	(1.7)	(2.7)	(3.6)	(3.9)	(2.7)	(3.3)	(4.2)	(2.1)	(3.9)	(4.5)	(4.6)	(5.7)
Ungraded classes	44.0	44.8	37.2	31.0	45.1	44.3	48.3	37.5	49.2	49.8	59.3	44.2
	(2.2)	(4.3)	(4.7)	(5.7)	(3.3)	(4.5)	(6.6)	(3.8)	(5.4)	(6.2)	(4.9)	(7.9)
Number of respondents	2903	280	208	143	394	417	184	444	252	148	361	72

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22B: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that provided work exploration/experience to secondary special ed. students	69.9	74.4	49.8	63.8	66.6	55.7	69.3	69.0	63.6	65.6	68.2
	(2.9)	(2.4)	(2.6)	(1.8)	(2.6)	(3.0)	(2.3)	(2.3)	(1.9)	(2.9)	(3.6)
Number of respondents	1765	1781	1135	3581	2229	1578	2061	2181	3645	1256	868
Of students in schools providing work exploration/experience, percentage in schools that provided it:											
Routinely to all students	56.8	39.3	56.2	48.1	47.9	50.5	46.6	47.6	48.0	46.5	51.0
	(3.7)	(3.1)	(3.6)	(2.4)	(3.3)	(4.0)	(3.1)	(3.0)	(2.5)	(3.8)	(4.7)
Routinely only to special education students	27.6	34.9	17.5	28.7	30.3	25.8	30.8	30.7	29.0	31.1	25.7
	(3.3)	(3.0)	(2.8)	(2.2)	(3.1)	(3.5)	(2.8)	(2.7)	(2.3)	(3.6)	(4.1)
Routinely only to those with some disabilities	6.8	10.2	11.1	9.8	8.3	9.1	9.4	9.4	9.4	7.9	11.7
	(1.9)	(1.9)	(2.3)	(1.4)	(1.8)	(2.3)	(1.8)	(1.7)	(1.5)	(2.1)	(3.0)
Occasionally to special education students	8.7	14.9	12.5	12.3	12.3	13.0	12.4	11.3	12.3	13.7	10.6
	(2.1)	(2.2)	(2.4)	(1.6)	(2.2)	(2.7)	(2.0)	(1.9)	(1.7)	(2.6)	(2.9)
Rarely or never to special education students	0.1	0.7	2.7	1.1	1.2	1.6	0.8	1.0	1.2	0.8	1.0
	(0.2)	(0.5)	(1.2)	(0.5)	(0.7)	(1.0)	(0.6)	(0.6)	(0.5)	(0.7)	(0.9)
Number of respondents	1352	1337	619	2667	1715	1024	1616	1750	2704	949	696
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*											
Grades 7 or 8	4.3	3.0	1.0	3.0	2.6	4.7	2.2	1.7	2.9	2.8	2.0
	(2.0)	(1.4)	(0.8)	(0.9)	(1.2)	(1.8)	(1.0)	(0.8)	(0.9)	(1.5)	(1.5)
Grades 9 or 10	41.0	32.7	30.1	33.3	35.2	34.7	35.1	31.5	33.9	29.2	41.1
	(4.4)	(3.7)	(3.5)	(2.4)	(3.4)	(3.9)	(3.3)	(2.9)	(2.5)	(3.8)	(5.1)
Grades 11 or 12	70.8	77.3	56.6	68.1	67.1	64.9	70.1	67.4	66.8	66.9	73.4
	(3.3)	(2.6)	(3.2)	(2.0)	(2.9)	(3.4)	(2.6)	(2.5)	(2.2)	(3.3)	(3.9)
Ungraded classes	45.9	53.4	31.5	44.9	42.3	39.1	47.1	45.4	46.7	38.5	35.9
	(4.9)	(4.2)	(3.7)	(2.7)	(3.8)	(4.3)	(3.6)	(3.3)	(2.8)	(4.3)	(5.3)
Number of respondents	726	726	478	1759	1135	725	982	1196	1839	612	426

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22C: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	61.1	68.4	69.1	66.0	64.4	75.9	58.1	68.3	76.6
	(3.5)	(3.0)	(2.6)	(3.6)	(2.0)	(5.9)	(2.9)	(2.8)	(2.9)
Number of respondents	1044	1348	1953	1062	3285	448	1527	1575	1550
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	54.6	47.5	43.6	55.1	45.8	50.3	51.5	49.9	41.7
	(4.7)	(3.9)	(3.3)	(4.7)	(2.5)	(7.6)	(3.7)	(3.7)	(4.0)
Routinely only to special education students	26.0	27.7	34.0	26.3	28.5	38.7	26.6	29.0	33.1
	(4.1)	(3.5)	(3.1)	(4.2)	(2.3)	(7.4)	(3.3)	(3.3)	(3.8)
Routinely only to those with some disabilities	10.8	10.7	7.2	8.6	10.2	1.5	9.8	10.1	8.1
	(2.9)	(2.4)	(1.7)	(2.6)	(1.5)	(1.9)	(2.2)	(2.2)	(2.2)
Occasionally to special education students	8.0	12.6	14.9	9.9	14.2	9.1	10.8	10.5	15.9
	(2.6)	(2.6)	(2.4)	(2.8)	(1.8)	(4.4)	(2.3)	(2.3)	(2.9)
Rarely or never to special education students	0.6	1.5	0.4	0.1	1.3	0.3	1.3	0.5	1.2
	(0.7)	(0.9)	(0.4)	(0.4)	(0.6)	(0.8)	(0.8)	(0.5)	(0.9)
Number of respondents	781	1020	1495	801	2459	366	1094	1206	1222
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	2.7	5.0	1.9	8.6	1.5	1.8	3.7	2.2	3.3
	(1.6)	(2.0)	(1.1)	(3.0)	(0.7)	(2.5)	(1.6)	(1.3)	(1.7)
Grades 9 or 10	35.2	35.3	33.0	39.4	31.0	47.7	38.5	33.0	32.6
	(4.6)	(4.1)	(3.6)	(4.9)	(2.5)	(9.2)	(3.8)	(3.8)	(4.3)
Grades 11 or 12	63.6	68.6	73.3	67.4	69.5	64.2	64.1	70.9	73.2
	(4.0)	(3.5)	(2.8)	(4.1)	(2.2)	(7.2)	(3.2)	(3.2)	(3.4)
Ungraded classes	45.0	46.1	51.1	42.8	46.6	41.6	35.2	54.5	52.9
	(5.0)	(4.6)	(4.0)	(5.4)	(2.9)	(9.4)	(4.0)	(4.3)	(4.7)
Number of respondents	542	669	942	516	1647	237	739	768	811

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category										
		Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools that provided job skills training to secondary special education students	71.3	70.0	74.8	67.5	73.3	76.2	76.7	81.6	77.3	69.8	62.9	82.3
	(1.4)	(2.3)	(2.7)	(3.4)	(2.1)	(3.0)	(3.4)	(2.4)	(3.1)	(4.0)	(4.1)	(5.9)
Number of respondents	5816	840	513	412	795	657	501	703	531	296	492	76
Of students in schools providing job skills training, percentage in schools that provided it:												
Routinely to all students	78.2	83.0	76.4	77.5	73.0	55.9	74.7	22.3	68.1	73.5	41.7	4.5
	(1.5)	(2.2)	(3.0)	(3.7)	(2.5)	(4.2)	(4.1)	(2.6)	(3.8)	(4.8)	(5.5)	(3.7)
Routinely only to special education students	12.4	7.9	14.9	13.9	17.8	25.9	13.1	63.4	15.6	10.2	37.1	66.9
	(1.2)	(1.6)	(2.6)	(3.1)	(2.1)	(3.7)	(3.2)	(3.0)	(3.0)	(3.3)	(5.4)	(8.4)
Routinely only to those with some disabilities	3.0	2.7	1.4	1.0	4.0	3.1	4.6	7.2	0.4	4.7	15.4	7.1
	(0.6)	(1.0)	(0.8)	(0.9)	(1.1)	(1.5)	(2.0)	(1.6)	(0.5)	(2.3)	(4.0)	(4.5)
Occasionally to special education students	6.3	6.1	7.2	7.5	5.1	15.1	7.4	7.1	15.9	11.7	5.8	21.6
	(0.9)	(1.4)	(1.8)	(2.4)	(1.2)	(3.0)	(2.5)	(1.6)	(3.0)	(3.5)	(2.6)	(7.3)
Rarely or never to special education students	0.1	0.2	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
	(0.1)	(0.3)	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	4332	610	386	278	576	508	384	595	407	205	326	57
Of students in schools providing job skills training, percentage in schools providing it in:*												
Grades 9 or 10	45.3	48.2	38.9	53.6	41.2	52.7	55.0	56.2	33.6	48.8	33.4	69.9
	(2.0)	(3.8)	(4.3)	(5.2)	(3.1)	(4.2)	(5.7)	(3.6)	(4.8)	(5.6)	(4.5)	(7.2)
Grades 11 or 12	80.3	84.7	80.6	74.6	72.5	79.6	83.9	88.8	76.4	73.7	49.5	79.3
	(1.4)	(2.1)	(2.7)	(3.7)	(2.4)	(3.1)	(3.4)	(2.1)	(3.4)	(4.4)	(4.5)	(6.3)
Ungraded classes	45.0	47.3	38.9	46.5	45.2	36.4	35.4	20.6	39.9	42.7	45.7	26.3
	(2.2)	(4.3)	(4.7)	(6.1)	(3.4)	(4.2)	(6.3)	(3.1)	(5.3)	(6.1)	(4.9)	(6.9)
Number of respondents	2987	287	212	146	394	443	186	475	252	148	370	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that provided job skills training to secondary special education students	69.9	73.4	69.8	71.6	70.8	65.5	74.2	74.4	70.4	70.6	77.2
	(2.9)	(2.4)	(2.4)	(1.7)	(2.5)	(2.8)	(2.2)	(2.1)	(1.8)	(2.8)	(3.2)
Number of respondents	1769	1779	1129	3576	2230	1576	2060	2180	3644	1254	867
Of students in schools providing job skills training, percentage in schools that provided it:											
Routinely to all students	77.2	75.8	86.4	79.2	76.1	77.1	79.6	77.2	77.5	78.1	82.3
	(3.0)	(2.7)	(2.1)	(1.8)	(2.7)	(3.1)	(2.4)	(2.4)	(2.0)	(3.0)	(3.4)
Routinely only to special education students	12.3	13.9	5.8	11.7	13.7	12.2	11.4	14.0	12.5	12.8	9.8
	(2.4)	(2.2)	(1.4)	(1.4)	(2.2)	(2.4)	(1.9)	(2.0)	(1.6)	(2.4)	(2.6)
Routinely only to those with some disabilities	2.8	2.8	3.4	2.5	4.2	3.5	3.2	2.2	3.3	2.5	2.5
	(1.2)	(1.0)	(1.1)	(0.7)	(1.3)	(1.3)	(1.0)	(0.8)	(0.9)	(1.1)	(1.4)
Occasionally to special education students	7.8	7.2	4.4	6.4	6.0	6.9	5.7	6.6	6.4	6.7	5.2
	(1.9)	(1.6)	(1.3)	(1.1)	(1.5)	(1.8)	(1.4)	(1.4)	(1.2)	(1.8)	(2.0)
Rarely or never to special education students	0.0	0.4	0.0	0.2	0.0	0.4	0.0	0.0	0.2	0.0	0.1
	(0.0)	(0.4)	(0.0)	(0.2)	(0.0)	(0.4)	(0.1)	(0.0)	(0.2)	(0.0)	(0.3)
Number of respondents	1241	1310	809	2654	1671	1081	1580	1671	2681	937	675
Of students in schools providing job skills training, percentage in schools providing it in:*											
Grades 9 or 10	43.6	35.9	56.3	46.3	43.2	44.1	47.1	44.3	45.0	42.5	50.2
	(4.3)	(3.7)	(3.4)	(2.5)	(3.4)	(4.0)	(3.3)	(3.0)	(2.6)	(4.0)	(5.0)
Grades 11 or 12	77.0	85.3	80.4	81.3	78.3	78.4	82.1	79.8	79.2	79.3	87.4
	(3.0)	(2.2)	(2.3)	(1.6)	(2.4)	(2.8)	(2.1)	(2.1)	(1.8)	(2.8)	(2.8)
Ungraded classes	34.7	53.1	43.5	47.5	39.6	44.0	47.3	42.9	46.7	41.7	40.6
	(4.7)	(4.2)	(3.9)	(2.7)	(3.7)	(4.3)	(3.6)	(3.2)	(2.8)	(4.4)	(5.3)
Number of respondents	730	742	476	1807	1171	741	1009	1237	1894	620	447

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23C: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	69.3	69.2	71.4	73.4	71.7	57.1	67.9	71.0	72.6
	(3.3)	(3.0)	(2.5)	(3.3)	(1.8)	(6.9)	(2.7)	(2.7)	(3.1)
Number of respondents	1043	1347	1954	1063	3284	446	1525	1574	1551
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	79.7	78.1	74.9	78.4	78.6	55.7	79.2	79.5	70.1
	(3.4)	(3.2)	(2.8)	(3.7)	(2.0)	(7.8)	(2.7)	(2.9)	(3.7)
Routinely only to special education students	13.3	12.1	12.0	13.1	10.0	37.0	13.4	10.1	14.8
	(2.9)	(2.5)	(2.1)	(3.0)	(1.4)	(7.5)	(2.3)	(2.1)	(2.9)
Routinely only to those with some disabilities	2.2	3.6	3.4	2.8	3.7	0.5	3.5	3.2	3.8
	(1.2)	(1.4)	(1.2)	(1.5)	(0.9)	(1.1)	(1.2)	(1.3)	(1.5)
Occasionally to special education students	4.8	6.2	9.8	5.6	7.5	6.8	3.9	7.1	10.7
	(1.8)	(1.9)	(1.9)	(2.0)	(1.3)	(3.9)	(1.3)	(1.8)	(2.5)
Rarely or never to special education students	0.0	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.6
	(0.0)	(0.1)	(0.0)	(0.3)	(0.2)	(0.0)	(0.0)	(0.0)	(0.6)
Number of respondents	801	977	1440	812	2453	298	1130	1165	1157
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	50.1	43.2	46.0	57.2	46.4	28.1	51.2	45.2	38.4
	(4.6)	(4.1)	(3.7)	(4.9)	(2.7)	(7.7)	(3.8)	(3.9)	(4.3)
Grades 11 or 12	77.3	77.0	82.9	79.7	83.4	47.5	78.8	80.7	76.9
	(3.3)	(3.0)	(2.3)	(3.3)	(1.7)	(7.7)	(2.6)	(2.7)	(3.2)
Ungraded classes	47.5	47.5	47.2	40.4	49.0	42.4	39.6	51.0	50.4
	(4.9)	(4.5)	(3.9)	(5.3)	(2.8)	(9.5)	(4.0)	(4.2)	(4.7)
Number of respondents	557	690	967	520	1712	235	759	798	826

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools that provided job development/placement services to secondary special ed. students	66.1	65.0	67.1	73.8	65.1	67.9	77.4	68.0	83.7	74.7	69.7	51.7
	(1.5)	(2.4)	(2.9)	(3.2)	(2.3)	(3.3)	(3.4)	(2.9)	(2.8)	(3.8)	(3.9)	(7.7)
Number of respondents	5824	841	514	411	797	658	501	703	531	296	496	76
Of students in schools providing job development/placement services, percentage in schools that provided it:												
Routinely to all students	49.1	50.4	50.7	59.0	46.0	41.7	47.5	25.1	49.6	41.8	30.3	8.0
	(1.9)	(3.1)	(3.7)	(4.1)	(2.9)	(4.3)	(4.7)	(3.1)	(3.9)	(5.1)	(4.2)	(6.0)
Routinely only to special education students	29.2	27.8	33.6	25.0	28.4	30.2	30.2	54.1	37.9	34.3	51.1	40.6
	(1.7)	(2.8)	(3.5)	(3.7)	(2.6)	(4.0)	(4.3)	(3.6)	(3.8)	(4.9)	(4.5)	(10.8)
Routinely only to those with some disabilities	7.6	8.1	3.5	2.5	9.2	14.6	6.6	9.1	3.0	7.6	10.7	11.2
	(1.0)	(1.7)	(1.4)	(1.3)	(1.7)	(3.1)	(2.3)	(2.1)	(1.4)	(2.7)	(2.8)	(6.9)
Occasionally to special education students	12.6	13.0	9.7	12.5	13.4	12.8	14.2	11.1	9.4	15.0	6.8	40.1
	(1.3)	(2.1)	(2.2)	(2.8)	(2.0)	(2.9)	(3.3)	(2.3)	(2.3)	(3.7)	(2.3)	(10.8)
Rarely or never to special education students	1.5	0.8	2.6	1.0	3.0	0.7	1.4	0.6	0.0	1.4	1.1	0.0
	(0.5)	(0.6)	(1.2)	(0.8)	(1.0)	(0.7)	(1.1)	(0.6)	(0.0)	(1.2)	(0.9)	(0.0)
Number of respondents	4114	554	364	302	528	437	376	466	434	221	392	40
Of students in schools providing job development/placement services, percentage in schools providing it in:*												
Grade 10	37.6	42.2	37.5	51.1	28.3	21.4	44.4	20.7	36.3	34.9	26.9	3.2
	(1.9)	(3.7)	(4.1)	(4.9)	(2.8)	(3.4)	(5.5)	(2.9)	(4.5)	(5.3)	(4.1)	(2.8)
Grade 11	61.8	67.1	61.4	67.2	50.0	59.0	67.4	51.5	69.8	65.5	46.6	33.7
	(1.7)	(2.9)	(3.6)	(3.9)	(2.8)	(3.8)	(4.5)	(3.3)	(3.8)	(4.7)	(4.5)	(7.3)
Grade 12	72.7	78.2	71.1	78.9	60.3	67.8	79.4	68.2	82.4	82.3	57.1	44.5
	(1.5)	(2.5)	(3.1)	(3.3)	(2.6)	(3.5)	(3.6)	(3.0)	(3.1)	(3.7)	(4.3)	(7.7)
Ungraded classes	40.4	39.8	37.9	27.2	42.1	39.9	50.1	30.5	42.2	54.3	59.6	38.8
	(2.1)	(4.2)	(4.7)	(5.5)	(3.3)	(4.3)	(6.6)	(3.5)	(5.4)	(6.1)	(4.8)	(7.7)
Number of respondents	2975	284	212	145	388	441	184	475	250	151	371	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that provided job development/placement services to secondary special ed. students	71.7	69.9	58.0	65.7	67.0	57.4	69.2	72.6	63.6	73.1	68.3
	(2.9)	(2.5)	(2.6)	(1.8)	(2.5)	(3.0)	(2.3)	(2.2)	(1.9)	(2.8)	(3.6)
Number of respondents	1774	1781	1130	3582	2232	1580	2060	2184	3647	1257	869
Of students in schools providing job development/placement services, percentage in schools that provided it:											
Routinely to all students	55.4	42.8	54.1	48.8	49.8	47.6	51.6	47.0	50.0	45.2	50.8
	(3.6)	(3.1)	(3.4)	(2.3)	(3.3)	(3.9)	(3.1)	(2.9)	(2.5)	(3.7)	(4.7)
Routinely only to special education students	29.3	38.5	16.1	29.0	29.6	29.4	28.8	29.6	29.7	29.5	25.6
	(3.3)	(3.1)	(2.5)	(2.1)	(3.0)	(3.6)	(2.8)	(2.7)	(2.3)	(3.4)	(4.1)
Routinely only to those with some disabilities	4.6	7.2	11.0	7.5	8.0	6.9	8.1	7.7	7.1	8.1	9.8
	(1.5)	(1.6)	(2.1)	(1.2)	(1.8)	(2.0)	(1.7)	(1.5)	(1.3)	(2.0)	(2.8)
Occasionally to special education students	7.7	11.3	17.7	13.2	11.3	14.2	10.2	14.3	11.9	15.2	12.4
	(2.0)	(2.0)	(2.6)	(1.6)	(2.1)	(2.7)	(1.9)	(2.0)	(1.6)	(2.7)	(3.1)
Rarely or never to special education students	3.0	0.2	1.2	1.6	1.3	1.9	1.3	1.4	1.3	2.1	1.4
	(1.2)	(0.3)	(0.7)	(0.6)	(0.7)	(1.1)	(0.7)	(0.7)	(0.6)	(1.0)	(1.1)
Number of respondents	1381	1339	703	2532	1577	986	1497	1631	2523	937	613
Of students in schools providing job development/placement services, percentage in schools providing it in:*											
Grade 10	45.0	37.4	34.8	36.6	39.5	35.0	39.9	37.4	35.6	34.4	52.0
	(4.2)	(3.5)	(3.4)	(2.3)	(3.3)	(3.7)	(3.1)	(2.9)	(2.4)	(3.8)	(4.8)
Grade 11	63.0	67.7	57.5	61.6	62.2	57.5	65.0	62.1	59.0	63.6	71.4
	(3.6)	(2.9)	(3.1)	(2.1)	(2.9)	(3.5)	(2.7)	(2.6)	(2.2)	(3.4)	(3.8)
Grade 12	74.2	76.7	70.2	73.4	71.5	69.2	75.0	73.3	70.4	76.2	78.4
	(3.0)	(2.6)	(2.7)	(1.8)	(2.6)	(3.2)	(2.4)	(2.3)	(2.0)	(2.8)	(3.4)
Ungraded classes	50.8	44.5	27.6	42.5	35.8	35.0	38.4	49.3	39.3	44.2	40.1
	(4.9)	(4.2)	(3.6)	(2.6)	(3.6)	(4.2)	(3.5)	(3.2)	(2.7)	(4.4)	(5.2)
Number of respondents	735	731	473	1801	1165	739	1003	1233	1887	616	446

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	64.7	65.5	70.2	69.1	65.7	72.2	62.6	66.6	73.7
	(3.4)	(3.1)	(2.5)	(3.5)	(1.9)	(6.2)	(2.8)	(2.8)	(3.0)
Number of respondents	1048	1348	1953	1066	3285	448	1531	1570	1555
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	50.8	49.1	45.5	54.6	49.2	27.8	51.8	51.3	39.0
	(4.5)	(3.9)	(3.3)	(4.6)	(2.5)	(7.0)	(3.5)	(3.7)	(3.9)
Routinely only to special education students	28.2	31.0	31.8	24.6	28.8	58.3	28.1	30.2	34.8
	(4.1)	(3.6)	(3.1)	(4.0)	(2.3)	(7.7)	(3.2)	(3.4)	(3.9)
Routinely only to those with some disabilities	5.5	8.0	6.6	7.8	7.5	1.6	7.4	6.3	7.7
	(2.1)	(2.1)	(1.6)	(2.5)	(1.3)	(1.9)	(1.9)	(1.8)	(2.2)
Occasionally to special education students	13.2	11.3	14.1	10.9	12.7	12.3	11.4	10.6	17.4
	(3.1)	(2.5)	(2.3)	(2.9)	(1.7)	(5.1)	(2.3)	(2.3)	(3.1)
Rarely or never to special education students	2.2	0.6	1.9	2.0	1.7	0.0	1.4	1.6	1.1
	(1.3)	(0.6)	(0.9)	(1.3)	(0.6)	(0.2)	(0.8)	(0.9)	(0.9)
Number of respondents	732	917	1434	735	2336	345	1054	1109	1141
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	33.3	38.0	40.8	41.6	36.5	33.6	33.5	43.2	34.9
	(4.2)	(3.9)	(3.5)	(4.7)	(2.5)	(8.3)	(3.5)	(3.8)	(4.1)
Grade 11	53.4	59.0	68.5	62.9	62.7	45.1	55.0	64.1	65.8
	(4.1)	(3.6)	(2.9)	(4.2)	(2.2)	(7.6)	(3.3)	(3.3)	(3.6)
Grade 12	68.9	71.6	76.4	73.4	75.2	57.5	70.4	74.2	73.8
	(3.6)	(3.2)	(2.6)	(3.6)	(1.9)	(7.5)	(2.9)	(2.9)	(3.3)
Ungraded classes	46.9	40.1	42.6	44.9	39.0	50.3	36.2	47.7	45.2
	(4.9)	(4.4)	(3.9)	(5.4)	(2.8)	(9.5)	(3.9)	(4.2)	(4.7)
Number of respondents	558	688	960	519	1699	238	762	788	823

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Of students in schools providing job development/placement services, percentage in schools that typically:												
Referred students to potential employers	86.8	86.3	90.5	82.2	85.9	83.9	92.8	97.3	88.9	89.4	93.0	59.4
	(1.3)	(2.1)	(2.2)	(3.3)	(2.0)	(3.2)	(2.4)	(1.2)	(2.6)	(3.1)	(2.5)	(10.6)
Transported students to/from interviews	59.1	55.6	58.7	55.7	65.2	70.8	73.2	88.5	60.9	57.8	80.9	92.1
	(1.8)	(3.1)	(3.7)	(4.3)	(2.8)	(4.0)	(4.1)	(2.4)	(4.0)	(5.0)	(3.8)	(5.8)
Trained in interviewing skills	88.3	89.5	81.1	89.4	89.5	91.9	85.4	96.7	79.2	78.2	85.4	79.8
	(1.2)	(1.9)	(2.9)	(2.6)	(1.8)	(2.4)	(3.3)	(1.4)	(3.4)	(4.2)	(3.4)	(8.7)
Reviewed interview experiences	76.6	77.2	75.5	74.0	75.6	82.3	78.6	91.3	70.6	70.1	76.5	76.7
	(1.6)	(2.6)	(3.2)	(3.8)	(2.5)	(3.4)	(3.8)	(2.2)	(3.8)	(4.6)	(4.1)	(9.1)
Helped prepare resumes	71.5	73.9	73.8	67.6	65.8	69.2	76.1	85.4	67.3	56.6	65.3	44.3
	(1.7)	(2.7)	(3.3)	(4.0)	(2.8)	(4.1)	(4.0)	(2.7)	(3.9)	(5.0)	(4.6)	(10.7)
Worked with employers on job modifications	59.2	56.5	56.8	54.4	65.5	61.6	62.8	82.1	68.2	52.0	81.2	59.7
	(1.8)	(3.1)	(3.7)	(4.3)	(2.8)	(4.3)	(4.5)	(2.9)	(3.9)	(5.1)	(3.8)	(10.6)
Number of respondents	4077	548	360	297	517	434	377	466	432	220	387	39
Of students in schools providing job development/placement services, average number of special education students who:												
Received job placement services	23	21	29	26	22	19	26	28	24	23	27	15
	(1.0)	(1.3)	(3.3)	(2.7)	(1.7)	(1.7)	(2.9)	(2.0)	(1.6)	(3.1)	(2.5)	(2.9)
Were placed in jobs	13	12	18	15	12	13	15	15	15	14	15	7
	(0.6)	(0.7)	(2.4)	(1.6)	(1.1)	(1.4)	(1.6)	(0.8)	(1.2)	(2.5)	(1.4)	(1.7)
Number of respondents	3882	510	339	288	502	415	340	443	421	208	372	39
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	61.7	62.7	65.5	68.5	55.9	59.9	64.7	62.6	61.3	61.6	65.6	35.6
	(1.1)	(1.8)	(2.3)	(2.7)	(1.8)	(2.9)	(2.6)	(2.1)	(2.4)	(3.5)	(3.4)	(7.6)
Number of respondents	3783	491	335	276	482	410	330	438	416	197	371	37

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of students in schools providing job development/placement services, percentage in schools that typically:											
Referred students to potential employers	94.1	89.5	76.4	85.4	89.9	85.0	87.3	87.9	86.5	85.0	90.7
	(1.7)	(1.9)	(2.8)	(1.6)	(2.0)	(2.7)	(2.0)	(1.8)	(1.6)	(2.6)	(2.7)
Transported students to/from interviews	61.0	60.8	53.2	59.2	59.1	54.5	58.6	64.4	58.1	61.2	61.2
	(3.5)	(3.0)	(3.3)	(2.2)	(3.2)	(3.8)	(2.9)	(2.7)	(2.4)	(3.5)	(4.5)
Trained in interviewing skills	88.5	89.6	85.9	88.7	87.5	84.8	89.9	89.6	87.8	88.5	90.6
	(2.3)	(1.9)	(2.3)	(1.4)	(2.1)	(2.7)	(1.8)	(1.7)	(1.6)	(2.3)	(2.7)
Reviewed interview experiences	75.7	80.7	70.7	77.4	74.5	76.6	75.9	77.4	77.8	73.0	76.2
	(3.1)	(2.5)	(3.0)	(1.9)	(2.8)	(3.2)	(2.5)	(2.4)	(2.0)	(3.2)	(3.9)
Helped prepare resumes	66.6	80.3	64.4	72.2	70.1	72.0	70.5	72.3	71.3	73.0	69.3
	(3.4)	(2.5)	(3.2)	(2.0)	(3.0)	(3.4)	(2.7)	(2.5)	(2.2)	(3.2)	(4.2)
Worked with employers on job modifications	59.8	64.1	50.8	58.6	60.4	52.7	61.9	62.0	58.9	62.9	56.1
	(3.6)	(3.0)	(3.3)	(2.2)	(3.2)	(3.8)	(2.9)	(2.7)	(2.4)	(3.5)	(4.5)
Number of respondents	1353	1345	686	2507	1565	977	1484	1616	2503	922	610
Of students in schools providing job development/placement services, average number of special education students who:											
Received job placement services	35	21	14	22	24	23	23	22	23	21	24
	(2.8)	(1.5)	(0.8)	(1.1)	(2.2)	(2.5)	(1.5)	(1.4)	(1.3)	(1.9)	(2.7)
Were placed in jobs	19	12	9	13	14	13	13	13	13	13	14
	(1.8)	(0.9)	(0.6)	(0.7)	(1.4)	(1.5)	(0.9)	(0.9)	(0.8)	(1.3)	(1.8)
Number of respondents	1293	1228	681	2390	1487	932	1402	1548	2374	880	587
Of students in schools providing job development/placement services, average percentage of special ed students receiving job placement services who were placed in a job	59.1	67.4	58.0	62.3	60.6	61.2	62.1	61.6	60.9	63.2	63.0
	(2.1)	(1.8)	(2.1)	(1.4)	(2.0)	(2.3)	(1.7)	(1.8)	(1.4)	(2.2)	(2.7)
Number of respondents	1253	1206	653	2331	1447	905	1372	1506	2310	860	574

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	88.3	89.0	88.0	92.2	84.2	94.6	85.4	90.1	90.0
	(2.8)	(2.5)	(2.1)	(2.5)	(1.8)	(3.6)	(2.5)	(2.1)	(2.4)
Transported students to/from interviews	58.2	59.3	66.1	64.8	60.1	50.8	54.4	65.0	65.0
	(4.3)	(3.9)	(3.1)	(4.4)	(2.4)	(8.0)	(3.5)	(3.4)	(3.8)
Trained in interviewing skills	89.2	89.4	86.5	91.1	86.6	94.0	89.4	87.5	87.9
	(2.7)	(2.4)	(2.2)	(2.6)	(1.6)	(3.8)	(2.2)	(2.4)	(2.6)
Reviewed interview experiences	75.0	80.2	77.1	74.9	76.3	84.5	76.0	79.4	78.1
	(3.7)	(3.1)	(2.7)	(4.0)	(2.1)	(5.8)	(3.0)	(2.9)	(3.3)
Helped prepare resumes	72.0	71.3	73.1	68.9	74.7	64.2	72.5	72.7	71.8
	(3.9)	(3.6)	(2.9)	(4.3)	(2.1)	(7.6)	(3.1)	(3.2)	(3.6)
Worked with employers on job modifications	57.1	55.9	63.3	61.3	58.8	46.6	54.3	61.2	62.4
	(4.3)	(3.9)	(3.1)	(4.5)	(2.4)	(7.9)	(3.5)	(3.5)	(3.9)
Number of respondents	721	902	1433	712	2327	340	1035	1103	1137
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	26	22	20	31	20	24	24	22	21
	(3.1)	(1.8)	(1.5)	(3.7)	(1.0)	(3.1)	(2.2)	(1.7)	(1.7)
Were placed in jobs	15	12	12	16	12	16	12	13	13
	(2.0)	(1.1)	(0.8)	(2.3)	(0.6)	(2.0)	(1.4)	(1.0)	(1.1)
Number of respondents	690	880	1333	684	2204	326	1007	1041	1070
Of students in schools providing job development/placement services, average percentage of special ed students receiving job placement services who were placed in a job	57.8	61.0	63.9	57.1	62.1	64.8	55.2	63.9	66.3
	(2.6)	(2.4)	(2.0)	(2.7)	(1.4)	(4.9)	(2.1)	(2.1)	(2.4)
Number of respondents	668	858	1298	664	2150	322	976	1010	1050

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools that provided postemployment services to secondary special ed. students	39.7	39.2	41.2	44.9	37.7	43.0	52.7	51.8	55.5	36.9	39.2	35.9
	(1.5)	(2.5)	(3.1)	(3.6)	(2.3)	(3.5)	(4.0)	(3.1)	(3.7)	(4.3)	(4.2)	(7.4)
Number of respondents	5786	834	511	410	792	656	500	697	531	290	489	76
Of the students in schools providing postemployment services, percentage in schools providing it in:*												
Grade 10	14.2	15.3	14.1	26.7	9.6	10.0	27.5	21.8	18.5	18.3	10.7	0.0
	(1.5)	(3.0)	(3.2)	(5.0)	(1.9)	(2.6)	(5.3)	(3.1)	(3.9)	(4.7)	(3.1)	(0.0)
Grade 11	35.1	40.9	34.6	41.3	22.7	26.4	47.1	45.4	36.9	32.3	20.0	8.8
	(1.9)	(3.6)	(4.0)	(5.1)	(2.6)	(3.7)	(5.4)	(3.6)	(4.4)	(5.3)	(3.8)	(4.5)
Grade 12	50.5	56.0	50.9	55.9	39.1	47.7	60.1	52.9	56.1	47.1	31.8	27.3
	(1.9)	(3.4)	(3.9)	(4.8)	(2.8)	(4.1)	(5.0)	(3.5)	(4.2)	(5.5)	(4.4)	(7.0)
Ungraded classes	21.6	20.0	23.1	20.9	22.6	25.8	26.5	30.5	29.4	17.7	27.2	31.8
	(1.8)	(3.5)	(4.1)	(5.1)	(2.8)	(4.0)	(6.0)	(3.6)	(5.0)	(4.8)	(4.5)	(7.4)
Number of respondents	2852	279	207	136	388	412	177	436	247	141	357	72
Of the students in schools providing postemployment services, percentage in schools that typically:												
Contacted only students after employment	5.6	5.4	4.4	3.1	7.3	2.3	5.3	3.3	9.6	0.7	7.1	4.8
	(1.2)	(1.9)	(1.9)	(1.9)	(2.0)	(1.4)	(2.6)	(1.4)	(2.4)	(1.1)	(3.4)	(5.7)
Contacted only employers after employment	0.4	0.3	0.7	0.4	0.1	1.0	1.4	0.0	0.7	0.8	0.0	0.0
	(0.3)	(0.5)	(0.8)	(0.7)	(0.3)	(0.9)	(1.4)	(0.0)	(0.7)	(1.3)	(0.0)	(0.0)
Contacted both students and employers after employment	94.0	94.2	94.9	96.5	92.5	96.7	93.2	96.7	89.7	98.5	92.9	95.2
	(1.2)	(1.9)	(2.1)	(2.0)	(2.1)	(1.7)	(2.9)	(1.4)	(2.5)	(1.7)	(3.4)	(5.7)
Number of respondents	2567	314	224	184	297	304	251	320	314	121	213	25
Of the students in schools providing postemployment services, average number of months contact was maintained with student/ employer after employment	11.2	11.0	9.9	9.6	12.3	17.5	11.2	8.7	9.2	14.2	11.8	34.9
	(0.6)	(1.0)	(1.0)	(1.2)	(1.1)	(2.3)	(1.8)	(0.7)	(1.1)	(2.4)	(2.2)	(5.8)
Number of respondents	1867	248	165	123	225	187	187	260	229	82	142	19

* See Appendix for percentage of youth in schools that served each grade level

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25B: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that provided postemployment services to secondary special ed. students	49.6	45.9	25.2	39.1	41.0	32.4	42.5	44.7	38.3	42.6	42.2
	(3.2)	(2.7)	(2.2)	(1.9)	(2.7)	(2.8)	(2.5)	(2.4)	(2.0)	(3.1)	(3.8)
Number of respondents	1759	1765	1131	3557	2219	1568	2048	2170	3620	1249	866
Of the students in schools providing postemployment services, percentage in schools providing it in:*											
Grade 10	21.3	14.1	9.5	14.2	13.9	11.6	15.2	15.6	12.0	17.4	21.2
	(3.9)	(2.7)	(2.3)	(1.8)	(2.5)	(2.7)	(2.5)	(2.3)	(1.8)	(3.2)	(4.2)
Grade 11	47.9	39.9	18.4	34.1	37.2	32.3	38.1	33.8	33.5	37.6	38.0
	(4.3)	(3.4)	(3.0)	(2.3)	(3.3)	(3.7)	(3.1)	(2.8)	(2.4)	(3.8)	(4.7)
Grade 12	62.2	58.9	33.1	50.5	50.7	46.0	53.2	51.3	49.1	53.2	53.5
	(3.8)	(3.2)	(3.3)	(2.3)	(3.2)	(3.8)	(3.0)	(2.8)	(2.4)	(3.7)	(4.5)
Ungraded classes	31.0	24.5	10.3	22.7	19.0	18.5	20.9	26.1	22.0	22.8	18.4
	(4.7)	(3.6)	(2.5)	(2.3)	(3.0)	(3.4)	(3.0)	(2.9)	(2.4)	(3.8)	(4.3)
Number of respondents	698	729	460	1724	1119	715	968	1169	1809	593	424
Of the students in schools providing postemployment services, percentage in schools that typically:											
Contacted only students after employment	6.4	6.8	0.4	6.3	4.2	2.9	5.7	8.2	6.8	4.4	2.1
	(2.2)	(2.0)	(0.7)	(1.5)	(1.8)	(1.8)	(1.9)	(2.1)	(1.7)	(2.0)	(1.8)
Contacted only employers after employment	0.9	0.1	0.0	0.5	0.1	0.0	0.0	1.1	0.2	0.3	1.4
	(0.9)	(0.2)	(0.0)	(0.4)	(0.3)	(0.2)	(0.2)	(0.8)	(0.3)	(0.5)	(1.4)
Contacted both students and employers after employment	92.7	93.1	99.6	93.2	95.8	97.1	94.3	90.7	93.1	95.3	96.4
	(2.4)	(2.0)	(0.7)	(1.6)	(1.8)	(1.8)	(1.9)	(2.2)	(1.7)	(2.1)	(2.3)
Number of respondents	868	923	292	1578	988	618	932	1017	1570	570	402
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	13.0	10.6	9.6	11.5	10.2	10.5	11.5	11.3	11.4	10.9	10.4
	(1.6)	(0.7)	(1.1)	(0.8)	(0.9)	(1.3)	(1.0)	(0.8)	(0.9)	(1.0)	(1.1)
Number of respondents	606	743	184	1162	704	445	677	745	1131	440	278

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25C: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

	Household Income			Ethnicity			Head of Household's Education		
Service Characteristics	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	36.9	38.4	44.1	45.7	37.7	49.3	36.1	42.7	43.6
	(3.5)	(3.2)	(2.8)	(3.8)	(2.0)	(7.0)	(2.8)	(3.0)	(3.4)
Number of respondents	1042	1335	1941	1054	3267	443	1519	1560	1543
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	12.6	15.0	15.0	16.3	14.7	9.7	10.8	20.1	13.0
	(3.2)	(3.1)	(2.7)	(3.8)	(2.0)	(5.5)	(2.5)	(3.3)	(3.1)
Grade 11	29.0	37.4	38.3	43.4	33.9	27.1	34.6	36.9	36.6
	(4.1)	(4.0)	(3.5)	(4.8)	(2.5)	(7.6)	(3.5)	(3.8)	(4.1)
Grade 12	44.4	50.2	55.4	57.3	50.4	34.7	48.2	55.2	48.9
	(4.3)	(3.9)	(3.3)	(4.4)	(2.5)	(7.9)	(3.5)	(3.6)	(4.1)
Ungraded classes	19.3	26.9	25.1	24.8	19.7	35.8	17.4	28.6	24.5
	(4.0)	(4.1)	(3.5)	(4.7)	(2.3)	(9.3)	(3.2)	(3.9)	(4.2)
Number of respondents	529	656	923	504	1617	230	732	750	785
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	2.6	10.1	5.4	5.0	6.6	8.1	6.8	6.0	4.2
	(2.0)	(3.1)	(1.9)	(2.7)	(1.6)	(5.2)	(2.4)	(2.3)	(2.0)
Contacted only employers after employment	0.9	0.4	0.1	1.4	0.1	0.0	0.9	0.1	0.2
	(1.2)	(0.6)	(0.2)	(1.4)	(0.2)	(0.2)	(0.9)	(0.3)	(0.5)
Contacted both students and employers after employment	96.4	89.5	94.5	93.5	93.3	91.9	92.3	93.9	95.5
	(2.3)	(3.2)	(1.9)	(3.0)	(1.7)	(5.2)	(2.6)	(2.3)	(2.1)
Number of respondents	453	567	924	481	1452	226	650	692	749
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	10.4	12.0	10.8	11.0	11.3	14.9	10.6	10.6	12.4
	(1.3)	(1.4)	(1.1)	(1.5)	(0.8)	(2.9)	(1.0)	(1.1)	(1.5)
Number of respondents	323	393	670	372	1030	159	465	482	548

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools that provided life skills programs to secondary special education students	90.5	88.2	90.1	90.7	96.2	92.4	92.5	98.0	90.6	78.9	97.1	99.5
	(0.9)	(1.6)	(1.9)	(2.1)	(0.9)	(1.9)	(2.1)	(0.9)	(2.2)	(3.6)	(1.4)	(1.1)
Number of respondents	5769	829	490	413	792	655	501	700	525	293	495	76
Of students in schools providing life skills programs, percentage that provided it:												
Routinely to all students	62.8	70.4	54.7	58.1	54.1	40.6	62.5	18.8	56.1	51.2	25.3	3.6
	(1.6)	(2.4)	(3.3)	(3.8)	(2.4)	(3.7)	(4.2)	(2.3)	(3.8)	(4.8)	(3.9)	(2.9)
Routinely only to special education students	22.1	15.8	25.9	19.9	31.3	45.6	18.6	61.8	23.6	26.9	53.4	92.0
	(1.4)	(2.0)	(2.9)	(3.1)	(2.2)	(3.8)	(3.4)	(2.9)	(3.2)	(4.2)	(4.5)	(4.3)
Routinely only to those with some disabilities	12.2	10.6	14.5	18.5	13.2	12.0	16.9	17.8	17.5	15.9	16.8	4.4
	(1.1)	(1.6)	(2.3)	(3.0)	(1.6)	(2.5)	(3.3)	(2.3)	(2.9)	(3.5)	(3.4)	(3.2)
Occasionally to special education students	2.9	3.2	4.8	3.1	1.3	1.9	1.9	1.6	2.6	5.3	4.5	0.0
	(0.6)	(0.9)	(1.4)	(1.3)	(0.5)	(1.0)	(1.2)	(0.7)	(1.2)	(2.1)	(1.9)	(0.0)
Rarely or never to special education students	0.0	0.0	0.0	0.4	0.0	0.0	0.2	0.0	0.2	0.7	0.0	0.0
	(0.1)	(0.1)	(0.0)	(0.5)	(0.0)	(0.0)	(0.4)	(0.0)	(0.3)	(0.8)	(0.0)	(0.0)
Number of respondents	5274	724	433	356	752	614	450	685	463	245	478	74
Of students in schools providing life skills programs, percentage providing it in:*												
Grades 7 or 8	32.1	33.1	30.7	23.3	30.2	46.3	27.5	55.7	26.3	30.5	36.1	77.9
	(1.9)	(3.8)	(4.2)	(4.9)	(2.9)	(4.2)	(5.2)	(3.6)	(4.6)	(5.4)	(4.6)	(6.5)
Grades 9 or 10	76.5	79.7	77.9	76.8	69.5	86.6	78.6	80.8	75.8	73.6	55.1	85.0
	(1.5)	(2.4)	(3.1)	(3.7)	(2.5)	(2.7)	(4.0)	(2.6)	(3.7)	(4.6)	(4.5)	(5.6)
Grades 11 or 12	75.1	78.1	74.2	78.0	68.4	87.0	78.4	87.7	72.9	71.5	55.0	89.2
	(1.5)	(2.4)	(3.1)	(3.5)	(2.4)	(2.6)	(3.8)	(2.1)	(3.7)	(4.6)	(4.5)	(4.8)
Ungraded classes	69.5	68.4	62.1	67.1	72.1	70.9	79.8	66.2	78.9	82.9	85.4	54.2
	(2.0)	(4.0)	(4.7)	(5.7)	(3.0)	(4.0)	(5.3)	(3.6)	(4.4)	(4.7)	(3.5)	(7.8)
Number of respondents	2992	289	208	147	399	443	187	475	253	147	370	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 268: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools that provided life skills programs to secondary special education students	86.7	91.3	91.7	90.1	91.3	89.8	89.3	93.1	89.9	90.4	93.4
	(2.2)	(1.5)	(1.4)	(1.1)	(1.5)	(1.8)	(1.6)	(1.2)	(1.2)	(1.8)	(1.9)
Number of respondents	1758	1747	1122	3558	2201	1575	2030	2164	3621	1238	859
Of students in schools providing life skills programs, percentage that provided it:											
Routinely to all students	48.5	65.0	74.6	64.8	58.1	64.0	64.7	58.5	62.3	61.1	67.5
	(3.4)	(2.7)	(2.4)	(1.9)	(2.9)	(3.1)	(2.6)	(2.5)	(2.1)	(3.3)	(3.8)
Routinely only to special education students	29.7	19.4	14.6	19.8	27.2	21.0	19.1	27.7	22.3	21.3	21.7
	(3.1)	(2.3)	(1.9)	(1.6)	(2.6)	(2.6)	(2.1)	(2.3)	(1.8)	(2.8)	(3.4)
Routinely only to those with some disabilities	17.0	13.0	8.7	12.6	11.5	11.5	13.6	11.1	12.5	13.9	8.7
	(2.5)	(1.9)	(1.5)	(1.3)	(1.8)	(2.0)	(1.9)	(1.6)	(1.4)	(2.3)	(2.3)
Occasionally to special education students	4.7	2.5	2.1	2.8	3.2	3.5	2.6	2.6	2.8	3.6	2.1
	(1.4)	(0.9)	(0.8)	(0.7)	(1.0)	(1.2)	(0.9)	(0.8)	(0.7)	(1.3)	(1.2)
Rarely or never to special education students	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0
	(0.2)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.0)
Number of respondents	1580	1549	1009	3238	2026	1398	1847	2029	3300	1126	801
Of students in schools providing life skills programs, percentage providing it in:*											
Grades 7 or 8	23.0	31.8	37.2	32.1	31.7	42.9	24.8	26.8	34.6	26.7	24.6
	(3.9)	(3.7)	(3.6)	(2.4)	(3.3)	(3.9)	(3.0)	(2.8)	(2.5)	(3.7)	(4.4)
Grades 9 or 10	73.2	74.9	82.5	76.9	75.5	75.0	77.9	76.2	75.2	79.3	78.1
	(3.3)	(2.8)	(2.3)	(1.8)	(2.6)	(3.1)	(2.4)	(2.3)	(2.0)	(2.9)	(3.6)
Grades 11 or 12	73.6	74.6	78.3	75.6	73.9	71.3	76.6	77.1	72.8	79.8	78.5
	(3.1)	(2.7)	(2.4)	(1.8)	(2.6)	(3.1)	(2.3)	(2.2)	(2.0)	(2.7)	(3.4)
Ungraded classes	62.9	68.5	73.3	70.8	67.1	65.6	73.3	69.1	70.4	68.4	65.4
	(4.8)	(3.9)	(3.5)	(2.4)	(3.5)	(4.1)	(3.2)	(3.0)	(2.5)	(4.1)	(5.1)
Number of respondents	732	734	485	1812	1171	748	1006	1238	1895	624	447

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	89.5	89.0	89.8	87.3	90.7	87.2	87.5	90.0	91.9
	(2.2)	(2.0)	(1.7)	(2.5)	(1.2)	(4.7)	(1.9)	(1.8)	(1.9)
Number of respondents	1037	1343	1930	1050	3262	445	1521	1560	1533
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	56.3	65.5	61.3	59.3	63.2	48.8	60.2	63.9	57.4
	(3.9)	(3.2)	(2.9)	(4.0)	(2.1)	(7.4)	(3.0)	(3.1)	(3.6)
Routinely only to special education students	26.9	21.6	21.4	24.2	20.9	38.0	24.4	21.7	23.8
	(3.5)	(2.8)	(2.4)	(3.5)	(1.8)	(7.2)	(2.6)	(2.6)	(3.1)
Routinely only to those with some disabilities	12.2	11.0	13.9	11.2	13.7	8.3	11.6	11.9	15.8
	(2.6)	(2.1)	(2.1)	(2.6)	(1.5)	(4.1)	(2.0)	(2.1)	(2.7)
Occasionally to special education students	4.6	1.9	3.4	5.3	2.2	4.5	3.7	2.5	3.0
	(1.6)	(0.9)	(1.1)	(1.8)	(0.6)	(3.0)	(1.2)	(1.0)	(1.3)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.4	0.1	0.0	0.0
	(0.2)	(0.1)	(0.1)	(0.0)	(0.0)	(0.9)	(0.2)	(0.0)	(0.1)
Number of respondents	949	1230	1731	967	2983	378	1373	1427	1394
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	26.3	37.4	34.2	28.6	34.2	16.7	34.0	32.8	29.5
	(4.1)	(4.1)	(3.6)	(4.5)	(2.6)	(6.8)	(3.6)	(3.7)	(4.1)
Grades 9 or 10	71.2	76.5	77.6	71.0	78.3	69.2	76.3	75.0	74.3
	(3.7)	(3.1)	(2.7)	(3.9)	(1.9)	(7.3)	(2.8)	(3.0)	(3.4)
Grades 11 or 12	71.7	75.8	74.0	72.3	76.9	61.4	74.1	76.1	70.8
	(3.6)	(3.0)	(2.7)	(3.7)	(1.9)	(7.5)	(2.8)	(2.8)	(3.4)
Ungraded classes	65.0	72.1	72.0	66.7	66.5	81.1	62.8	76.9	72.1
	(4.7)	(4.0)	(3.6)	(5.1)	(2.7)	(7.5)	(4.0)	(3.6)	(4.2)
Number of respondents	561	694	964	518	1718	236	767	798	823

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Continued)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*												
Self-care skills	40.2	37.1	45.3	36.0	44.9	49.0	39.1	60.9	37.3	38.5	64.5	87.4
	(1.8)	(2.7)	(3.5)	(3.9)	(2.7)	(4.6)	(4.6)	(4.1)	(4.2)	(5.0)	(5.0)	(9.8)
Functional skills (e.g., telling time)	89.3	89.0	87.8	87.5	91.3	89.5	89.1	85.0	80.9	85.0	94.5	100
	(1.1)	(1.7)	(2.3)	(2.7)	(1.5)	(2.8)	(2.9)	(3.0)	(3.4)	(3.7)	(2.4)	(0.0)
Home care skills (e.g., cooking)	86.7	85.0	86.1	84.6	92.0	89.3	84.6	92.3	77.2	82.7	90.1	100
	(1.3)	(2.0)	(2.4)	(2.9)	(1.4)	(2.8)	(3.4)	(2.2)	(3.6)	(3.9)	(3.1)	(0.0)
Planning/goal setting	99.3	99.6	99.3	98.5	98.8	99.2	98.2	100	99.0	95.9	98.8	100
	(0.3)	(0.4)	(0.6)	(1.0)	(0.6)	(0.8)	(1.2)	(0.0)	(0.9)	(2.0)	(1.1)	(0.0)
Social skills (e.g., conflict resolution, self expression)	98.7	99.0	97.7	97.9	98.5	99.9	97.5	99.8	98.2	95.8	97.5	100
	(0.4)	(0.5)	(1.0)	(1.2)	(0.7)	(0.3)	(1.5)	(0.4)	(1.2)	(2.1)	(1.6)	(0.0)
Use of community resources	92.7	92.2	92.2	93.6	94.3	90.3	90.9	99.6	87.8	86.2	95.9	100
	(1.0)	(1.5)	(1.9)	(2.0)	(1.2)	(2.7)	(2.7)	(0.5)	(2.8)	(3.5)	(2.1)	(0.0)
Number of respondents	4145	681	399	330	627	398	367	387	392	216	327	21
Percentage in schools with life skills programs for the severely impaired that included training in:**												
Self-care skills	51.4	44.9	49.6	60.8	57.6	72.0	56.5	77.5	72.3	64.8	86.1	93.1
	(2.1)	(4.0)	(4.8)	(5.4)	(3.6)	(3.8)	(5.3)	(2.9)	(4.0)	(6.0)	(3.5)	(4.1)
Functional skills (e.g., telling time)	72.1	72.8	64.3	66.7	69.3	86.3	83.6	86.5	81.1	78.1	91.4	99.1
	(1.8)	(3.5)	(4.6)	(5.2)	(3.3)	(2.9)	(4.0)	(2.4)	(3.5)	(5.2)	(2.8)	(1.5)
Home care skills (e.g., cooking)	73.3	70.5	66.4	77.9	77.5	83.2	80.7	94.7	77.8	77.2	92.8	99.1
	(1.8)	(3.6)	(4.5)	(4.6)	(3.0)	(3.1)	(4.2)	(1.6)	(3.7)	(5.3)	(2.6)	(1.5)
Planning/goal setting	99.1	99.0	99.6	96.3	99.7	99.8	98.7	100	99.4	93.6	99.2	99.1
	(0.4)	(0.8)	(0.6)	(2.1)	(0.4)	(0.4)	(1.2)	(0.0)	(0.7)	(3.1)	(0.9)	(1.5)
Social skills (e.g., conflict resolution, self expression)	96.9	95.8	98.3	96.3	98.5	99.5	98.0	99.8	97.8	92.0	98.0	100
	(0.7)	(1.6)	(1.3)	(2.1)	(0.9)	(0.6)	(1.5)	(0.3)	(1.3)	(3.4)	(1.4)	(0.0)
Use of community resources	89.1	86.2	90.5	86.2	94.0	95.8	92.3	98.5	90.6	84.0	98.3	100
	(1.3)	(2.7)	(2.8)	(3.8)	(1.7)	(1.7)	(2.9)	(0.8)	(2.6)	(4.6)	(1.[illegible]	(0.0)
Number of respondents	3318	333	214	178	339	476	280	560	363	142	364	69

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*											
Self-care skills	42.4	40.9	37.0	39.9	40.9	40.8	37.4	43.5	41.1	40.5	35.8
	(3.6)	(3.0)	(2.7)	(2.2)	(3.2)	(3.4)	(2.8)	(2.9)	(2.3)	(3.6)	(4.4)
Functional skills (e.g., telling time)	91.0	90.6	87.2	89.1	89.6	89.4	88.9	89.6	89.8	88.2	88.1
	(2.1)	(1.8)	(1.9)	(1.4)	(2.0)	(2.1)	(1.8)	(1.8)	(1.4)	(2.4)	(2.9)
Home care skills (e.g., cooking)	80.1	85.0	92.1	86.9	86.4	84.0	88.3	87.7	86.5	87.8	85.9
	(2.9)	(2.2)	(1.5)	(1.5)	(2.2)	(2.5)	(1.9)	(1.9)	(1.6)	(2.4)	(3.2)
Planning/goal setting	99.6	98.3	99.9	99.2	99.6	99.3	99.5	98.8	99.3	99.3	99.0
	(0.5)	(0.8)	(0.1)	(0.4)	(0.4)	(0.6)	(0.4)	(0.6)	(0.4)	(0.6)	(0.9)
Social skills (e.g., conflict resolution, self expression)	98.0	98.3	99.6	98.5	99.2	99.0	98.9	98.0	98.7	99.1	97.8
	(1.0)	(0.8)	(0.4)	(0.5)	(0.6)	(0.7)	(0.6)	(0.8)	(0.5)	(0.7)	(1.3)
Use of community resources	94.6	90.6	93.8	92.4	93.3	91.0	94.1	92.6	92.0	93.8	94.3
	(1.7)	(1.8)	(1.4)	(1.2)	(1.6)	(2.0)	(1.4)	(1.5)	(1.3)	(1.8)	(2.1)
Number of respondents	1319	1404	933	2573	1567	1164	1486	1495	2594	891	617
Percentage in schools with life skills programs for the severely impaired that included training in:**											
Self-care skills	35.7	61.6	48.0	47.7	59.0	53.4	47.2	54.9	51.3	51.9	52.4
	(4.2)	(3.7)	(3.9)	(2.6)	(3.4)	(4.1)	(3.4)	(3.1)	(2.6)	(4.2)	(4.9)
Functional skills (e.g., telling time)	71.6	76.5	65.9	70.3	75.8	75.0	68.2	74.1	72.9	71.2	69.4
	(3.9)	(3.3)	(3.7)	(2.3)	(3.0)	(3.5)	(3.1)	(2.7)	(2.4)	(3.8)	(4.5)
Home care skills (e.g., cooking)	70.3	71.4	75.5	71.7	76.6	76.3	71.9	71.6	73.8	71.6	72.3
	(4.0)	(3.5)	(3.4)	(2.3)	(3.0)	(3.5)	(3.0)	(2.8)	(2.3)	(3.8)	(4.4)
Planning/goal setting	97.6	99.2	100	99.4	98.6	99.8	98.7	98.9	99.1	98.6	99.8
	(1.3)	(0.7)	(0.1)	(0.4)	(0.8)	(0.4)	(0.8)	(0.7)	(0.5)	(1.0)	(0.4)
Social skills (e.g., conflict resolution, self expression)	96.9	98.0	95.4	96.6	97.4	97.9	96.0	96.9	96.7	96.9	97.7
	(1.5)	(1.1)	(1.6)	(0.9)	(1.1)	(1.2)	(1.3)	(1.1)	(1.0)	(1.5)	(1.5)
Use of community resources	93.4	86.8	87.9	89.4	88.4	88.7	87.7	91.5	88.1	92.5	89.4
	(2.1)	(2.6)	(2.6)	(1.6)	(2.2)	(2.6)	(2.2)	(1.7)	(1.7)	(2.2)	(3.0)
Number of respondents	952	884	492	1968	1342	853	1136	1329	2088	677	527

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	41.5	42.8	43.3	40.6	41.8	40.9	39.3	46.1	42.9
	(4.2)	(3.8)	(3.3)	(4.5)	(2.4)	(8.0)	(3.4)	(3.5)	(4.1)
Functional skills (e.g., telling time)	90.7	92.6	89.7	91.9	90.7	90.9	92.1	92.2	88.5
	(2.5)	(2.0)	(2.0)	(2.5)	(1.4)	(4.7)	(1.9)	(1.9)	(2.6)
Home care skills (e.g., cooking)	84.5	89.8	89.2	86.6	88.3	75.9	86.9	87.6	87.2
	(3.1)	(2.3)	(2.1)	(3.1)	(1.6)	(7.0)	(2.3)	(2.3)	(2.8)
Planning/goal setting	99.8	99.4	99.0	99.1	99.5	99.7	99.3	99.3	99.8
	(0.4)	(0.6)	(0.7)	(0.9)	(0.3)	(0.9)	(0.6)	(0.6)	(0.4)
Social skills (e.g., conflict resolution, self expression)	97.9	99.2	98.7	96.9	99.1	99.7	99.2	97.8	99.1
	(1.2)	(0.7)	(0.8)	(1.6)	(0.5)	(1.0)	(0.6)	(1.0)	(0.8)
Use of community resources	92.7	92.2	90.6	90.7	91.8	97.3	92.3	91.8	91.2
	(2.2)	(2.1)	(1.9)	(2.7)	(1.3)	(2.6)	(1.8)	(1.9)	(2.3)
Number of respondents	736	945	1382	724	2343	326	1088	1140	1071
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	50.2	52.9	53.8	38.7	55.1	62.7	50.0	51.9	57.4
	(4.7)	(4.3)	(3.7)	(5.0)	(2.7)	(9.0)	(3.9)	(4.0)	(4.4)
Functional skills (e.g., telling time)	73.7	73.8	74.2	73.5	75.1	67.0	74.7	76.4	71.7
	(4.2)	(3.8)	(3.2)	(4.5)	(2.3)	(8.7)	(3.4)	(3.4)	(4.0)
Home care skills (e.g., cooking)	79.2	71.6	73.3	78.8	71.0	79.8	74.0	73.8	75.7
	(3.8)	(3.9)	(3.3)	(4.2)	(2.4)	(7.5)	(3.5)	(3.5)	(3.8)
Planning/goal setting	99.4	99.2	98.6	99.7	98.9	99.7	99.6	99.8	97.4
	(0.8)	(0.8)	(0.9)	(0.6)	(0.6)	(1.0)	(0.5)	(0.4)	(1.4)
Social skills (e.g., conflict resolution, self expression)	97.1	96.2	97.0	96.5	96.5	99.5	96.2	98.8	95.4
	(1.6)	(1.6)	(1.3)	(1.9)	(1.0)	(1.3)	(1.5)	(0.9)	(1.9)
Use of community resources	87.8	89.2	91.5	90.7	89.2	89.6	89.9	89.9	88.5
	(3.1)	(2.7)	(2.1)	(3.0)	(1.7)	(5.7)	(2.4)	(2.4)	(2.8)
Number of respondents	600	764	1105	577	1893	250	827	894	922

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category										
		Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*												
Self-care skills	82.7	76.5	81.8	80.3	91.2	91.3	85.3	93.5	76.9	78.8	89.1	100
	(1.8)	(4.2)	(4.2)	(4.7)	(1.9)	(3.1)	(4.9)	(2.5)	(4.2)	(5.3)	(3.2)	(0.0)
Functional skills (e.g., telling time)	83.8	83.4	82.1	84.0	85.8	72.5	85.0	93.6	83.9	85.2	74.2	42.5
	(1.8)	(3.7)	(4.2)	(4.3)	(2.3)	(5.0)	(5.0)	(2.5)	(3.7)	(4.6)	(4.4)	(10.8)
Home care skills (e.g., cooking)	80.7	76.4	77.3	86.7	88.1	67.4	81.0	76.6	66.3	79.8	84.1	44.3
	(1.9)	(4.2)	(4.6)	(4.0)	(2.1)	(5.2)	(5.5)	(4.3)	(4.7)	(5.2)	(3.7)	(10.9)
Planning/goal setting	89.5	88.5	87.6	96.4	90.8	78.1	92.2	95.9	95.1	91.1	81.2	46.1
	(1.5)	(3.1)	(3.6)	(2.2)	(1.9)	(4.6)	(3.7)	(2.0)	(2.2)	(3.7)	(4.0)	(10.9)
Social skills (e.g., conflict resolution, self expression)	93.7	93.4	89.9	96.6	96.2	83.5	97.2	91.3	92.1	88.0	85.6	53.1
	(1.2)	(2.4)	(3.3)	(2.1)	(1.3)	(4.1)	(2.3)	(2.8)	(2.7)	(4.2)	(3.6)	(10.9)
Use of community resources	89.4	89.7	85.6	93.4	89.9	81.8	90.2	93.3	90.2	89.7	87.0	62.1
	(1.5)	(3.0)	(3.8)	(2.9)	(2.0)	(4.3)	(4.1)	(2.5)	(3.0)	(4.0)	(3.4)	(10.6)
Number of respondents	2468	219	168	157	404	269	167	268	294	133	351	38

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH DISABILITIES ATTENDED SECONDARY SCHOOL BY DISABILITY CATEGORIES

		Primary Disability Category										
Service Characteristics	Total	Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage who attended secondary school in communities with educational resources that included:												
Special secondary schools for students with disabilities	65.1	63.4	76.3	64.6	62.1	75.0	72.4	80.6	68.4	73.4	75.6	94.6
	(1.5)	(2.5)	(2.7)	(3.6)	(2.4)	(3.2)	(3.6)	(2.5)	(3.5)	(3.9)	(3.7)	(3.6)
Alternative/continuation schools	61.2	60.2	70.6	61.2	57.2	70.5	65.3	81.4	70.0	71.8	67.1	90.1
	(1.6)	(2.5)	(2.9)	(3.7)	(2.5)	(3.7)	(3.9)	(2.8)	(3.5)	(4.1)	(4.2)	(6.2)
Vocational secondary schools	71.8	69.9	79.7	68.0	73.6	77.4	76.3	81.1	70.3	69.3	69.7	82.8
	(1.4)	(2.3)	(2.5)	(3.5)	(2.1)	(3.0)	(3.4)	(2.5)	(3.5)	(4.1)	(4.0)	(6.1)
Magnet secondary schools	27.5	29.1	26.9	24.3	20.6	40.8	35.9	40.5	35.1	51.9	36.2	77.5
	(1.5)	(2.4)	(2.9)	(3.4)	(2.1)	(3.8)	(4.0)	(3.2)	(3.7)	(4.6)	(4.3)	(6.8)
Postsecondary schools with programs for students with disabilities	69.6	69.0	79.9	70.3	63.2	76.5	71.9	85.0	82.4	83.9	75.4	94.3
	(1.5)	(2.5)	(2.7)	(3.7)	(2.6)	(3.2)	(3.8)	(2.3)	(3.0)	(3.4)	(4.0)	(3.9)
Number of respondents	5009	717	439	337	636	504	453	535	473	271	409	43
Percentage who attended secondary school in communities with adult services that included:												
Work facilities for adults with disabilities (e.g., sheltered workshops)	83.6	81.1	90.5	82.3	84.9	92.0	93.4	95.5	95.7	89.8	86.5	100
	(1.2)	(2.0)	(1.9)	(2.8)	(1.7)	(2.0)	(2.0)	(1.3)	(1.5)	(2.7)	(2.9)	(0.0)
Group homes for adults with disabilities	78.3	76.4	82.3	78.0	79.6	83.3	88.2	81.6	78.4	86.2	86.1	93.4
	(1.3)	(2.2)	(2.5)	(3.2)	(2.0)	(2.7)	(2.7)	(2.6)	(3.2)	(3.2)	(3.0)	(4.0)
Public job training programs (e.g., JTPA)	88.9	87.9	91.0	92.4	89.2	88.0	92.7	96.6	95.2	94.9	86.3	100
	(1.0)	(1.7)	(1.9)	(2.0)	(1.5)	(2.5)	(2.3)	(1.2)	(1.7)	(2.2)	(3.1)	(0.0)
Centers for independent living	61.9	60.5	70.0	60.8	58.6	75.5	77.3	77.7	67.9	76.1	70.8	92.8
	(1.7)	(2.8)	(3.2)	(4.1)	(2.6)	(3.3)	(3.9)	(2.8)	(3.7)	(4.4)	(4.3)	(4.3)
Advocacy groups for people with disabilities	86.6	84.9	90.8	86.7	87.0	91.2	94.4	98.7	95.1	89.8	92.9	100
	(1.1)	(1.9)	(1.9)	(2.6)	(1.6)	(2.1)	(1.9)	(0.7)	(1.7)	(2.8)	(2.3)	(0.0)
Support or social groups for people with disabilities	81.5	80.0	84.2	83.2	81.8	90.0	86.7	95.9	81.6	87.2	88.6	100
	(1.3)	(2.2)	(2.4)	(3.0)	(2.0)	(2.3)	(3.0)	(1.3)	(3.1)	(3.3)	(2.9)	(0.0)
Accommodations on public transportation for people with disabilities	76.5	78.2	81.4	73.1	68.5	77.7	79.0	88.6	89.0	81.1	79.5	94.5
	(1.4)	(2.2)	(2.6)	(3.5)	(2.4)	(3.1)	(3.4)	(2.1)	(2.4)	(3.6)	(3.7)	(3.8)
Number of respondents	4704	650	406	311	645	555	378	617	460	217	399	65

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH DISABILITIES ATTENDED SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage who attended secondary school in communities with educational resources that included:											
Special secondary schools for students with disabilities	81.1	63.7	52.6	64.5	66.5	64.8	66.6	63.4	66.4	65.3	58.3
	(2.6)	(2.7)	(2.7)	(1.9)	(2.6)	(2.9)	(2.4)	(2.4)	(1.9)	(3.0)	(3.9)
Alternative/continuation schools	86.5	65.0	36.4	60.1	63.9	62.7	60.6	60.4	62.6	58.8	57.4
	(2.2)	(2.7)	(2.6)	(2.0)	(2.8)	(3.0)	(2.6)	(2.6)	(2.0)	(3.3)	(4.1)
Vocational secondary schools	87.5	70.4	60.1	71.8	71.9	69.7	72.4	73.6	72.5	73.4	67.4
	(2.1)	(2.5)	(2.6)	(1.7)	(2.5)	(2.8)	(2.3)	(2.2)	(1.8)	(2.8)	(3.7)
Magnet secondary schools	60.9	21.9	4.2	27.2	28.4	29.4	25.1	28.8	29.4	26.2	20.6
	(3.2)	(2.4)	(1.1)	(1.8)	(2.6)	(2.9)	(2.3)	(2.4)	(1.9)	(2.9)	(3.3)
Postsecondary schools with programs for students with disabilities	87.8	77.4	49.3	68.8	71.2	66.8	71.1	70.9	68.5	72.5	71.1
	(2.3)	(2.5)	(2.8)	(1.9)	(2.6)	(3.0)	(2.4)	(2.4)	(2.0)	(3.0)	(3.8)
Number of respondents	1494	1509	948	3078	1923	1366	1783	1860	3156	1066	742
Percentage who attended secondary school in communities with adult services that included:											
Work facilities for adults with disabilities (e.g., sheltered workshops)	96.4	87.2	70.4	83.2	84.3	82.4	82.7	86.4	84.0	83.4	82.4
	(1.2)	(1.8)	(2.4)	(1.4)	(2.0)	(2.3)	(1.9)	(1.7)	(1.5)	(2.3)	(3.0)
Group homes for adults with disabilities	96.9	83.0	58.1	77.4	80.1	75.9	78.0	81.7	78.0	78.6	79.3
	(1.1)	(2.1)	(2.7)	(1.7)	(2.3)	(2.7)	(2.2)	(2.0)	(1.7)	(2.7)	(3.2)
Public job training programs (e.g., JTPA)	98.1	93.9	77.6	87.7	91.6	86.4	88.5	92.9	87.8	90.9	92.0
	(1.0)	(1.4)	(2.2)	(1.3)	(1.6)	(2.2)	(1.7)	(1.3)	(1.4)	(1.9)	(2.2)
Centers for independent living	89.5	69.1	33.0	60.9	64.0	59.9	62.7	63.0	62.5	61.7	58.9
	(2.2)	(2.8)	(2.8)	(2.1)	(2.9)	(3.3)	(2.7)	(2.6)	(2.2)	(3.4)	(4.2)
Advocacy groups for people with disabilities	98.7	92.8	68.8	85.9	88.0	86.9	85.2	88.1	87.4	84.8	84.7
	(0.8)	(1.4)	(2.6)	(1.4)	(1.8)	(2.1)	(1.9)	(1.6)	(1.4)	(2.3)	(2.9)
Support or social groups for people with disabilities	97.2	86.7	60.9	80.7	83.1	80.3	82.1	82.0	81.1	82.0	82.5
	(1.1)	(1.9)	(2.9)	(1.6)	(2.2)	(2.6)	(2.1)	(2.0)	(1.7)	(2.6)	(3.1)
Accommodations on public transportation for people with disabilities	91.9	85.8	53.5	76.7	76.1	74.9	78.4	75.7	76.3	77.4	75.4
	(1.8)	(2.0)	(2.8)	(1.7)	(2.4)	(2.8)	(2.2)	(2.2)	(1.8)	(2.8)	(3.5)
Number of respondents	1408	1431	873	2880	1815	1233	1674	1797	2924	1015	716

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27C: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH DISABILITIES ATTENDED SECONDARY SCHOOL BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	68.0	57.8	67.6	75.0	61.6	74.9	63.7	63.3	67.7
	(3.4)	(3.3)	(2.7)	(3.4)	(2.0)	(6.1)	(2.9)	(3.0)	(3.3)
Alternative/continuation schools	68.9	60.4	62.7	76.9	55.6	85.9	65.3	61.4	66.3
	(3.6)	(3.4)	(2.8)	(3.5)	(2.1)	(4.9)	(2.9)	(3.1)	(3.4)
Vocational secondary schools	76.0	66.1	73.3	83.7	69.2	64.6	72.3	72.0	69.1
	(3.1)	(3.1)	(2.5)	(2.9)	(1.9)	(6.7]	[2.6)	(2.8)	(3.2)
Magnet secondary schools	40.1	26.9	22.6	57.4	18.9	51.0	32.8	29.7	26.2
	(3.7)	(3.1)	(2.5)	(4.0)	(1.7)	(7.1)	(2.9)	(2.9)	(3.2)
Postsecondary schools with programs for students with disabilities	70.3	65.7	76.1	80.8	67.1	79.3	67.4	70.0	77.4
	(3.6)	(3.3)	(2.5)	(3.3)	(2.0)	(5.9)	(2.9)	(3.0)	(3.0)
Number of respondents	883	1140	1738	854	2892	410	1311	1325	1398
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	82.4	80.9	86.4	90.6	80.4	92.9	81.8	83.4	87.8
	(2.8)	(2.6)	(1.9)	(2.3)	(1.6)	(3.7)	(2.3)	(2.3)	(2.3)
Group homes for adults with disabilities	80.3	75.6	81.4	91.5	74.3	82.7	77.5	81.8	80.8
	(3.0)	(2.9)	(2.2)	(2.2)	(1.8)	(5.5)	(2.5)	(2.4)	(2.8)
Public job training programs (e.g., JTPA)	91.7	83.5	90.0	94.2	86.8	94.3	88.6	86.3	92.7
	(2.1)	(2.6)	(1.8)	(1.9)	(1.5)	(3.5)	(2.0)	(2.2)	(1.9)
Centers for independent living	68.4	59.5	65.6	76.5	58.3	74.4	63.0	64.1	67.2
	(3.7)	(3.6)	(2.9)	(3.6)	(2.2)	(6.9)	(3.1)	(3.2)	(3.6)
Advocacy groups for people with disabilities	87.3	85.2	89.5	96.9	82.7	96.8	86.3	87.1	90.3
	(2.5)	(2.4)	(1.8)	(1.4)	(1.6)	(2.6)	(2.1)	(2.1)	(2.1)
Support or social groups for people with disabilities	84.5	78.8	81.6	93.7	77.8	82.4	82.5	80.4	82.9
	(2.8)	(2.9)	(2.3)	(2.0)	(1.8)	(5.8)	(2.4)	(2.6)	(2.7)
Accommodations on public transportation for people with disabilities	75.8	74.2	80.2	87.8	72.5	80.4	75.5	74.2	83.3
	(3.3)	(3.0)	(2.4)	(2.7)	(1.9)	(5.7)	(2.7)	(2.8)	(2.7)
Number of respondents	847	1068	1594	855	2700	340	1211	1290	1259

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Percentage ever received:												
Job training	61.1	61.5	58.0	50.9	64.1	61.0	63.9	80.6	52.8	58.0	46.2	72.4
	(1.3)	(2.1)	(2.5)	(3.0)	(1.9)	(3.0)	(3.1)	(2.2)	(3.1)	(3.4)	(3.5)	(6.1)
Speech/language therapy	38.7	31.4	24.4	76.6	51.2	26.2	80.3	87.2	46.8	31.3	77.9	64.6
	(1.3)	(2.0)	(2.2)	(2.6)	(2.0)	(2.8)	(2.6)	(1.8)	(3.1)	(3.2)	(2.9)	(6.6)
Personal counseling/ therapy	34.3	30.5	70.1	18.8	28.4	32.0	30.2	44.4	34.5	41.0	40.4	30.4
	(1.2)	(2.0)	(2.3)	(2.4)	(1.8)	(2.9)	(3.0)	(2.7)	(3.0)	(3.5)	(3.5)	(6.3)
Occupational therapy/ life skills training	34.5	26.5	27.1	26.8	51.9	49.7	34.4	61.4	57.0	42.4	73.8	80.0
	(1.2)	(1.9)	(2.3)	(2.7)	(1.9)	(3.1)	(3.1)	(2.7)	(3.1)	(3.5)	(3.1)	(5.5)
A tutor, reader, or interpreter	32.7	35.0	32.8	22.3	25.8	44.3	54.1	71.4	34.3	44.6	26.8	39.0
	(1.2)	(2.0)	(2.4)	(2.6)	(1.7)	(3.1)	(3.3)	(2.5)	(3.0)	(3.5)	(3.2)	(6.7)
Physical therapy/mobility training	9.7	3.5	3.4	3.2	19.4	41.1	8.6	18.9	71.4	31.3	57.8	57.7
	(0.8)	(0.8)	(0.9)	(1.1)	(1.6)	(3.1)	(1.8)	(2.2)	(2.8)	(3.3)	(3.5)	(6.8)
Help with transportation because of disability	14.7	3.4	9.9	4.8	33.9	51.8	38.8	45.2	67.1	32.5	75.7	64.6
	(0.9)	(0.8)	(1.5)	(1.3)	(1.9)	(3.1)	(3.2)	(2.7)	(3.0)	(3.3)	(3.0)	(6.5)
Number of respondents	8164	1150	760	575	1162	849	752	896	745	451	713	97

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage ever received:											
Job training	60.2	67.9	60.6	63.2	56.8	49.2	63.1	72.3	59.1	68.4	62.7
	(2.6)	(2.3)	(2.2)	(1.5)	(2.2)	(2.5)	(2.1)	(1.8)	(1.7)	(2.5)	(2.7)
Speech/language therapy	40.3	42.5	34.9	36.6	43.1	38.4	36.4	42.1	41.5	36.1	32.3
	(2.6)	(2.4)	(2.2)	(1.5)	(2.2)	(2.5)	(2.1)	(2.0)	(1.7)	(2.6)	(2.6)
Personal counseling/ therapy	40.6	33.4	29.0	34.6	33.7	32.7	36.8	32.6	34.4	35.8	32.8
	(2.6)	(2.3)	(2.1)	(1.5)	(2.1)	(2.4)	(2.1)	(1.9)	(1.6)	(2.6)	(2.6)
Occupational therapy/ life skills training	34.0	35.2	34.7	28.9	46.8	30.0	31.9	43.1	34.6	37.2	32.4
	(2.5)	(2.3)	(2.2)	(1.4)	(2.2)	(2.3)	(2.0)	(2.0)	(1.6)	(2.6)	(2.6)
A tutor, reader, or interpreter	34.4	34.2	30.1	32.9	32.2	30.6	32.9	34.8	34.2	30.9	30.5
	(2.5)	(2.3)	(2.1)	(1.5)	(2.1)	(2.3)	(2.0)	(1.9)	(1.6)	(2.5)	(2.6)
Physical therapy/mobility training	10.7	7.2	10.0	8.5	12.5	8.5	7.8	13.8	9.7	11.0	9.0
	(1.7)	(1.3)	(1.4)	(0.9)	(1.5)	(1.4)	(1.2)	(1.4)	(1.0)	(1.7)	(1.6)
Help with transportation because of disability	19.0	13.4	10.0	13.0	18.5	11.8	12.5	21.1	14.7	17.0	12.9
	(2.1)	(1.7)	(1.4)	(1.1)	(1.8)	(1.6)	(1.4)	(1.6)	(1.2)	(2.1)	(1.9)
Number of respondents	2484	2198	1397	4974	3170	2189	2713	3254	4856	1597	1627

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	59.4	61.1	68.2	59.7	64.0	50.9	58.6	65.9	63.3
	(2.9)	(2.6)	(2.2)	(2.9)	(1.7)	(5.4)	(2.3)	(2.4)	(2.8)
Speech/language therapy	45.3	43.9	45.6	38.3	45.8	41.8	40.1	45.5	50.5
	(2.9)	(2.7)	(2.4)	(2.9)	(1.7)	(5.4)	(2.3)	(2.5)	(2.9)
Personal counseling/ therapy	37.3	38.4	40.9	30.5	39.3	40.1	29.6	39.4	51.4
	(2.8)	(2.6)	(2.3)	(2.8)	(1.7)	(5.4)	(2.2)	(2.5)	(2.9)
Occupational therapy/ life skills training	32.0	34.1	40.6	31.4	37.0	30.1	31.4	34.2	42.8
	(2.7)	(2.6)	(2.3)	(2.8)	(1.7)	(5.0)	(2.2)	(2.4)	(2.9)
A tutor, reader, or interpreter	35.0	36.2	48.5	36.2	40.1	19.4	32.9	39.9	48.0
	(2.8)	(2.6)	(2.4)	(2.9)	(1.7)	(4.3)	(2.2)	(2.5)	(2.9)
Physical therapy/mobility training	11.1	8.5	11.7	8.5	11.5	9.4	8.9	9.3	14.5
	(1.8)	(1.5)	(1.5)	(1.7)	(1.1)	(3.2)	(1.4)	(1.5)	(2.1)
Help with transportation because of disability	17.2	13.0	16.3	17.0	15.2	17.0	14.2	15.3	18.4
	(2.2)	(1.8)	(1.8)	(2.3)	(1.3)	(4.1)	(1.7)	(1.8)	(2.3)
Number of respondents	1564	1922	2640	1665	4414	714	2239	2241	2117

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Continued)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received in past year:												
Job training	48.7	48.4	45.8	43.3	51.6	50.0	53.3	66.6	43.4	48.6	40.0	58.6
	(1.3)	(2.1)	(2.5)	(3.0)	(1.9)	(3.1)	(3.3)	(2.6)	(3.1)	(3.5)	(3.5)	(6.7)
Speech/language therapy	17.2	9.9	7.0	45.7	29.3	11.1	51.6	58.7	22.0	16.6	62.7	27.8
	(1.0)	(1.3)	(1.3)	(3.1)	(1.8)	(2.0)	(3.3)	(2.7)	(2.6)	(2.6)	(3.4)	(6.2)
Personal counseling/ therapy	19.6	16.0	41.5	9.6	18.6	20.1	17.4	30.6	18.9	23.2	28.4	16.1
	(1.0)	(1.6)	(2.5)	(1.8)	(1.5)	(2.5)	(2.5)	(2.6)	(2.5)	(3.0)	(3.2)	(5.0)
Occupational therapy/ life skills training	24.3	17.9	17.2	17.7	39.3	34.9	21.9	41.2	37.3	29.4	60.1	48.5
	(1.1)	(1.6)	(1.9)	(2.3)	(1.9)	(3.0)	(2.7)	(2.7)	(3.0)	(3.2)	(3.4)	(6.9)
A tutor, reader, or interpreter	15.8	16.6	12.1	10.3	13.6	28.3	37.7	56.5	17.3	18.5	18.1	30.4
	(1.0)	(1.6)	(1.7)	(1.9)	(1.3)	(2.8)	(3.2)	(2.7)	(2.4)	(2.7)	(2.7)	(6.3)
Physical therapy/mobility training	6.0	2.2	2.0	1.6	11.7	24.1	4.2	9.6	44.0	18.2	41.6	41.3
	(0.6)	(0.6)	(0.7)	(0.8)	(1.3)	(2.7)	(1.3)	(1.6)	(3.1)	(2.7)	(3.5)	(6.8)
Help with transportation because of disability	64.1	61.6	56.1	65.3	70.5	76.2	66.3	69.0	75.1	64.3	86.8	69.6
	(1.3)	(2.1)	(2.5)	(2.9)	(1.8)	(2.7)	(3.1)	(2.6)	(2.7)	(3.4)	(2.4)	(6.3)
Number of respondents	8144	1149	758	572	1159	848	748	893	744	450	712	96

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received in past year:											
Job training	48.6	56.0	48.6	50.4	45.3	44.8	55.3	44.6	56.0	61.1	11.5
	(2.7)	(2.4)	(2.3)	(1.6)	(2.2)	(2.5)	(2.1)	(2.0)	(1.7)	(2.7)	(1.8)
Speech/language therapy	19.0	18.1	15.6	15.2	21.7	19.4	16.9	15.2	21.5	15.8	3.3
	(2.1)	(1.9)	(1.7)	(1.2)	(1.9)	(2.0)	(1.6)	(1.4)	(1.4)	(2.0)	(1.0)
Personal counseling/ therapy	24.6	18.3	15.8	19.7	19.3	20.3	22.1	15.3	22.7	21.6	6.7
	(2.3)	(1.9)	(1.7)	(1.3)	(1.8)	(2.0)	(1.8)	(1.4)	(1.5)	(2.3)	(1.4)
Occupational therapy/ life skills training	23.4	25.2	24.9	20.2	33.3	25.6	23.5	24.0	28.5	28.9	5.2
	(2.3)	(2.1)	(2.0)	(1.3)	(2.1)	(2.2)	(1.8)	(1.7)	(1.6)	(2.5)	(1.2)
A tutor, reader, or interpreter	17.3	16.9	14.1	15.5	16.7	18.9	16.8	11.0	19.8	14.5	2.9
	(2.0)	(1.8)	(1.6)	(1.2)	(1.7)	(2.0)	(1.6)	(1.2)	(1.4)	(1.9)	(0.9)
Physical therapy/mobility training	6.3	4.3	6.3	5.5	7.1	7.0	4.4	7.0	6.9	6.3	2.7
	(1.3)	(1.0)	(1.1)	(0.7)	(1.2)	(1.3)	(0.9)	(1.0)	(0.9)	(1.3)	(0.9)
Help with transportation because of disability	66.7	70.5	65.1	63.0	66.5	73.5	67.7	48.3	76.6	74.3	8.6
	(2.5)	(2.2)	(2.2)	(1.6)	(2.1)	(2.2)	(2.0)	(2.0)	(1.5)	(2.4)	(1.6)
Number of respondents	2480	2196	1394	4961	3166	2188	2709	3246	4851	1592	1624

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	47.7	48.6	57.6	46.2	52.7	45.9	46.3	53.5	55.1
	(2.9)	(2.7)	(2.4)	(3.0)	(1.7)	(5.4)	(2.4)	(2.5)	(2.9)
Speech/language therapy	20.4	19.0	17.2	19.6	17.4	24.6	16.6	18.6	21.8
	(2.4)	(2.1)	(1.8)	(2.4)	(1.3)	(4.7)	(1.8)	(2.0)	(2.4)
Personal counseling/ therapy	21.8	20.9	21.7	18.1	21.6	23.0	17.6	20.9	28.4
	(2.4)	(2.2)	(2.0)	(2.3)	(1.4)	(4.6)	(1.8)	(2.0)	(2.7)
Occupational therapy/ life skills training	23.1	22.8	28.9	21.3	26.6	19.2	21.5	23.2	31.9
	(2.5)	(2.3)	(2.2)	(2.5)	(1.5)	(4.3)	(2.0)	(2.1)	(2.7)
A tutor, reader, or interpreter	17.5	18.0	21.3	18.1	18.4	8.9	15.6	18.4	23.0
	(2.2)	(2.1)	(2.0)	(2.3)	(1.4)	(3.1)	(1.7)	(2.0)	(2.5)
Physical therapy/mobility training	6.4	5.0	6.8	5.8	7.1	3.2	4.7	5.4	9.2
	(1.4)	(1.2)	(1.2)	(1.4)	(0.9)	(1.9)	(1.0)	(1.1)	(1.7)
Help with transportation because of disability	58.5	61.8	67.0	59.0	63.7	63.2	60.7	63.2	63.7
	(2.9)	(2.6)	(2.2)	(3.0)	(1.7)	(5.3)	(2.3)	(2.4)	(2.8)
Number of respondents	1554	1916	2640	1659	4404	712	2230	2234	2116

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average number:												
Services ever received	2.2	1.9	2.2	2.0	2.7	3.0	3.1	4.0	3.6	2.8	3.9	4.1
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)
Services received in past year	1.9	1.7	1.8	1.9	2.3	2.4	2.5	3.3	2.5	2.1	3.3	2.9
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)
Number of respondents	8361	1184	772	587	1200	873	765	915	757	468	741	99
Of those in secondary school in the past year, percentage receiving that year from their school:*												
Job training	53.7	53.6	49.9	44.4	57.8	52.0	53.8	74.6	44.2	51.4	42.7	67.6
	(1.5)	(2.5)	(2.9)	(3.4)	(2.1)	(3.4)	(3.5)	(2.7)	(3.4)	(3.8)	(3.8)	(7.7)
Speech/language therapy	19.7	11.5	7.8	49.0	33.6	12.6	59.6	71.3	23.4	18.9	66.5	35.6
	(1.2)	(1.6)	(1.6)	(3.4)	(2.1)	(2.3)	(3.5)	(2.8)	(2.9)	(3.0)	(3.6)	(8.0)
Personal counseling/ therapy	17.5	14.5	37.5	5.7	16.7	18.8	16.4	34.7	16.1	17.5	26.9	21.9
	(1.1)	(1.8)	(2.8)	(1.6)	(1.6)	(2.7)	(2.6)	(3.0)	(2.6)	(2.9)	(3.4)	(6.9)
Occupational therapy/ life skills training	27.4	20.3	19.0	18.6	44.8	37.8	25.1	50.0	40.2	31.7	64.3	58.6
	(1.3)	(2.0)	(2.3)	(2.6)	(2.2)	(3.3)	(3.1)	(3.1)	(3.4)	(3.6)	(3.7)	(8.2)
A tutor, reader, or interpreter	15.4	16.7	11.3	7.7	12.7	27.8	39.7	57.3	18.0	18.2	15.1	31.0
	(1.1)	(1.9)	(1.9)	(1.8)	(1.5)	(3.1)	(3.5)	(3.1)	(2.7)	(3.0)	(2.8)	(7.7)
Physical therapy/mobility training	5.9	2.4	2.2	1.6	11.4	21.2	3.9	11.1	42.1	12.1	39.5	45.9
	(0.7)	(0.8)	(0.9)	(0.8)	(1.4)	(2.8)	(1.4)	(2.0)	(3.4)	(2.5)	(3.8)	(8.3)
Help with transportation because of disability	11.3	2.4	7.7	4.1	26.9	36.4	25.5	31.7	53.1	21.4	66.1	56.8
	(0.9)	(0.8)	(1.6)	(1.3)	(1.9)	(3.3)	(3.1)	(2.9)	(3.5)	(3.2)	(3.6)	(8.2)
Number of respondents	6520	838	578	467	925	706	633	705	605	377	606	65
Of those in secondary school in the past year, average number of services received that year from school*	1.5	1.2	1.3	1.3	2.0	2.0	2.2	3.3	2.3	1.7	3.2	3.2
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.3)
Number of respondents	6660	862	584	479	954	726	649	721	615	388	615	67

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average number:											
Services ever received	2.4	2.3	2.1	2.1	2.4	2.0	2.2	2.5	2.3	2.3	2.1
	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Services received in past year	2.0	2.1	1.9	1.9	2.1	2.1	2.0	1.6	2.3	2.2	0.4
	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	(0.0)
Number of respondents	2517	2234	1435	5111	3234	2224	2780	3357	4926	1642	1701
Of those in secondary school in the past year, percentage receiving that year from their school:*											
Job training	50.6	61.3	53.5	55.9	49.1	43.4	58.6	63.7	53.9	56.3	---
	(2.9)	(2.6)	(2.6)	(1.8)	(2.5)	(2.5)	(2.2)	(2.5)	(1.7)	(2.7)	
Speech/language therapy	21.2	20.3	17.5	17.3	24.6	19.3	18.3	23.3	21.3	14.8	---
	(2.4)	(2.1)	(2.0)	(1.4)	(2.2)	(2.0)	(1.7)	(2.2)	(1.4)	(2.0)	
Personal counseling/ therapy	23.1	14.8	14.6	17.9	16.7	17.2	18.1	16.9	18.2	16.0	---
	(2.5)	(1.9)	(1.8)	(1.4)	(1.9)	(1.9)	(1.7)	(2.0)	(1.3)	(2.0)	
Occupational therapy/ life skills training	25.1	27.9	28.3	22.5	37.9	25.6	24.6	36.6	27.9	27.1	---
	(2.5)	(2.4)	(2.3)	(1.5)	(2.4)	(2.2)	(1.9)	(2.5)	(1.6)	(2.4)	
A tutor, reader, or interpreter	17.1	15.1	14.1	15.3	15.8	14.9	17.0	13.4	16.4	12.6	---
	(2.2)	(1.9)	(1.8)	(1.3)	(1.8)	(1.8)	(1.7)	(1.8)	(1.3)	(1.8)	
Physical therapy/mobility training	6.3	3.5	6.5	5.6	6.4	6.3	4.1	8.6	6.3	4.8	---
	(1.4)	(1.0)	(1.3)	(0.8)	(1.2)	(1.3)	(0.9)	(1.5)	(0.8)	(1.2)	
Help with transportation because of disability	13.5	11.2	7.8	10.2	13.7	9.4	9.5	19.2	11.4	11.8	---
	(2.0)	(1.7)	(1.4)	(1.1)	(1.7)	(1.5)	(1.3)	(2.1)	(1.1)	(1.8)	
Number of respondents	2100	1825	1126	3952	2556	2127	2519	1871	4851	1592	0
Of those in secondary school in the past year, average number of services received that year from school*	1.6	1.5	1.4	1.4	1.6	1.3	1.5	1.8	1.5	1.4	---
	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	
Number of respondents	2126	1851	1154	4047	2602	2158	2571	1931	4926	1642	0

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	2.4	2.3	2.7	2.2	2.5	2.1	2.1	2.5	2.9
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Services received in past year	1.9	2.0	2.2	1.9	2.0	1.9	1.8	2.0	2.3
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	1584	1931	2656	1692	4488	733	2266	2254	2130
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	51.5	52.1	59.3	48.3	56.3	51.3	51.6	55.8	55.7
	(3.2)	(3.0)	(2.6)	(3.4)	(1.9)	(6.0)	(2.7)	(2.8)	(3.2)
Speech/language therapy	23.9	21.9	18.5	22.2	19.2	29.2	19.7	20.6	23.7
	(2.8)	(2.5)	(2.0)	(2.8)	(1.5)	(5.4)	(2.1)	(2.3)	(2.7)
Personal counseling/ therapy	20.1	18.6	16.9	17.4	17.6	21.3	16.7	17.8	21.2
	(2.6)	(2.3)	(2.0)	(2.6)	(1.5)	(4.9)	(2.0)	(2.1)	(2.6)
Occupational therapy/ life skills training	26.3	25.5	30.2	23.7	29.0	21.7	25.3	25.0	33.1
	(2.9)	(2.6)	(2.4)	(2.9)	(1.8)	(4.9)	(2.3)	(2.4)	(3.0)
A tutor, reader, or interpreter	17.7	19.0	17.4	17.8	17.4	7.0	15.6	18.5	18.3
	(2.5)	(2.4)	(2.0)	(2.6)	(1.5)	(3.1)	(1.9)	(2.2)	(2.5)
Physical therapy/mobility training	6.7	5.1	6.2	5.9	6.6	2.8	4.9	5.5	8.4
	(1.6)	(1.3)	(1.3)	(1.6)	(1.0)	(2.0)	(1.1)	(1.3)	(1.8)
Help with transportation because of disability	12.8	9.6	12.5	10.6	11.9	14.6	10.7	11.2	14.5
	(2.2)	(1.8)	(1.7)	(2.1)	(1.3)	(4.2)	(1.6)	(1.8)	(2.3)
Number of respondents	1267	1556	2185	1318	3578	600	1797	1826	1766
Of those in secondary school in the past year, average number of services received that year from school*	1.6	1.5	1.6	1.4	1.6	1.5	1.4	1.5	1.7
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	1290	1567	2197	1340	3622	612	1825	1844	1776

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received vocational services:												
Never	66.1	67.4	67.7	77.6	60.8	65.7	65.0	42.1	69.2	68.4	69.5	31.6
	(1.4)	(2.2)	(2.7)	(2.9)	(2.2)	(3.2)	(3.3)	(3.0)	(3.1)	(3.4)	(3.6)	(7.2)
For less than 6 months	7.3	6.7	10.1	6.1	7.0	11.0	11.0	11.4	7.1	11.3	5.4	8.6
	(0.8)	(1.2)	(1.7)	(1.6)	(1.2)	(2.1)	(2.2)	(1.9)	(1.7)	(2.3)	(1.8)	(4.4)
6 to 12 months	11.9	11.3	11.0	8.1	14.3	9.1	9.6	19.8	11.2	13.2	9.9	10.3
	(1.0)	(1.5)	(1.8)	(1.9)	(1.6)	(1.9)	(2.1)	(2.4)	(2.1)	(2.5)	(2.4)	(4.7)
13 to 24 months	9.3	10.0	7.2	5.1	9.5	7.5	9.9	11.5	7.0	4.3	6.7	17.6
	(0.9)	(1.4)	(1.5)	(1.5)	(1.3)	(1.8)	(2.1)	(2.0)	(1.7)	(1.5)	(2.0)	(5.9)
More than 24 months	5.5	4.5	4.1	3.2	8.4	6.7	4.5	15.1	5.5	2.8	8.5	32.0
	(0.7)	(1.0)	(1.1)	(1.2)	(1.3)	(1.7)	(1.4)	(2.2)	(1.5)	(1.2)	(2.2)	(7.3)
Number of respondents	6777	938	612	470	888	720	670	758	649	415	580	77
Percentage received following hours of vocational services in the past year:												
None	46.4	44.8	53.5	55.3	43.9	50.5	48.1	29.2	59.1	55.0	63.9	46.2
	(1.4)	(2.2)	(2.6)	(3.1)	(2.0)	(3.3)	(3.4)	(2.6)	(3.2)	(3.7)	(3.6)	(7.7)
Fewer than 80 hours	4.0	3.7	6.0	4.1	3.7	5.6	3.3	4.8	3.2	5.3	2.3	2.5
	(0.5)	(0.8)	(1.3)	(1.3)	(0.8)	(1.5)	(1.2)	(1.2)	(1.1)	(1.7)	(1.1)	(2.4)
80 to 240 hours	26.6	27.6	24.7	24.7	26.3	24.5	27.9	29.9	21.3	24.3	16.3	23.5
	(1.2)	(2.0)	(2.3)	(2.7)	(1.8)	(2.8)	(3.1)	(2.7)	(2.6)	(3.2)	(2.7)	(6.6)
241 to 600 hours	20.5	21.5	14.6	15.3	22.4	17.7	17.5	31.7	13.3	14.5	14.3	21.5
	(1.1)	(1.8)	(1.9)	(2.3)	(1.7)	(2.5)	(2.6)	(2.7)	(2.2)	(2.6)	(2.6)	(6.4)
More than 600 hours	2.6	2.5	1.3	0.6	3.7	1.7	3.3	4.3	3.1	0.9	3.2	6.3
	(0.4)	(0.7)	(0.6)	(0.5)	(0.8)	(0.9)	(1.2)	(1.2)	(1.1)	(0.7)	(1.3)	(3.8)
Number of respondents	7451	1070	704	537	1065	773	690	784	684	414	654	76
Average hours of vocational services provided recipients in past year	146	149	112	101	163	117	140	206	118	106	110	197
	(5.3)	(8.4)	(9.0)	(9.3)	(8.8)	(10.6)	(12.8)	(11.7)	(13.7)	(11.8)	(14.5)	(43.6)
Number of respondents	7451	1070	704	537	1065	773	690	784	684	414	654	76

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received vocational services:											
Never	68.3	63.4	67.8	65.0	68.5	81.8	62.9	52.3	70.3	55.3	58.9
	(2.7)	(2.6)	(2.5)	(1.7)	(2.4)	(2.2)	(2.4)	(2.2)	(1.7)	(3.2)	(3.2)
For less than 6 months	7.2	7.4	7.1	7.2	7.4	6.0	8.2	7.6	6.4	8.6	9.8
	(1.5)	(1.4)	(1.4)	(0.9)	(1.3)	(1.4)	(1.3)	(1.2)	(0.9)	(1.8)	(1.9)
6 to 12 months	11.4	12.3	12.5	12.2	11.0	7.2	13.6	15.0	11.6	11.1	13.8
	(1.8)	(1.8)	(1.8)	(1.2)	(1.6)	(1.5)	(1.7)	(1.6)	(1.2)	(2.0)	(2.3)
13 to 24 months	8.8	11.0	7.8	10.0	7.8	3.7	10.8	13.6	8.2	14.3	8.7
	(1.6)	(1.7)	(1.4)	(1.1)	(1.4)	(1.1)	(1.5)	(1.5)	(1.0)	(2.2)	(1.8)
More than 24 months	4.3	5.8	4.7	5.5	5.3	1.3	4.5	11.5	3.5	10.7	8.7
	(1.2)	(1.3)	(1.1)	(0.8)	(1.1)	(0.6)	(1.0)	(1.4)	(0.7)	(2.0)	(1.8)
Number of respondents	2207	1841	1075	4115	2662	1832	2247	2698	4264	1263	1250
Percentage received following hours of vocational services in the past year:											
None	49.2	37.2	44.9	43.9	51.7	57.5	41.5	39.4	46.7	42.5	48.6
	(2.8)	(2.4)	(2.4)	(1.7)	(2.4)	(2.6)	(2.2)	(2.1)	(1.8)	(2.8)	(3.1)
Fewer than 80 hours	5.7	4.7	2.4	4.0	3.8	5.3	3.3	3.1	4.0	3.6	4.3
	(1.3)	(1.1)	(0.7)	(0.7)	(0.9)	(1.2)	(0.8)	(0.7)	(0.7)	(1.0)	(1.2)
80 to 240 hours	24.2	31.6	28.0	27.2	25.5	28.0	27.6	23.3	28.3	25.0	21.2
	(2.4)	(2.3)	(2.1)	(1.5)	(2.1)	(2.3)	(2.0)	(1.8)	(1.6)	(2.4)	(2.5)
241 to 600 hours	18.4	24.0	22.0	21.9	17.3	8.7	25.2	28.5	19.3	23.8	22.4
	(2.1)	(2.2)	(2.0)	(1.4)	(1.8)	(1.5)	(1.9)	(1.9)	(1.4)	(2.4)	(2.6)
More than 600 hours	2.6	2.6	2.7	3.0	1.7	0.5	2.2	5.7	1.7	5.1	3.6
	(0.9)	(0.8)	(0.8)	(0.6)	(0.6)	(0.4)	(0.7)	(1.0)	(0.5)	(1.2)	(1.1)
Number of respondents	2289	2045	1347	4556	2879	2098	2542	2811	4523	1517	1325
Average hours of vocational services provided recipients in past year	138	169	150	155	124	83.2	161	201	136	179	151
	(11.1)	(9.9)	(8.9)	(6.7)	(8.4)	(6.9)	(8.5)	(10.1)	(6.4)	(13.1)	(12.5)
Number of respondents	2289	2045	1347	4556	2879	2098	2542	2811	4523	1517	1325

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	66.5	68.1	62.8	67.1	63.5	84.3	70.0	64.1	62.4
	(2.8)	(2.5)	(2.3)	(2.9)	(1.7)	(4.0)	(2.2)	(2.4)	(2.9)
For less than 6 months	7.5	7.1	7.4	6.7	7.8	4.0	7.1	7.6	7.7
	(1.6)	(1.4)	(1.3)	(1.5)	(1.0)	(2.2)	(1.2)	(1.3)	(1.6)
6 to 12 months	11.8	11.3	12.7	11.4	12.6	6.6	10.4	13.7	11.0
	(1.9)	(1.7)	(1.6)	(2.0)	(1.2)	(2.8)	(1.5)	(1.8)	(1.8)
13 to 24 months	8.1	9.1	10.7	9.7	9.9	2.9	8.0	9.4	11.4
	(1.6)	(1.6)	(1.5)	(1.8)	(1.1)	(1.9)	(1.3)	(1.5)	(1.9)
More than 24 months	6.1	4.4	6.4	5.1	6.0	2.2	4.5	5.1	7.6
	(1.4)	(1.1)	(1.2)	(1.4)	(0.9)	(1.6)	(1.0)	(1.1)	(1.6)
Number of respondents	1531	1903	2613	1601	4264	695	2195	2211	2100
Percentage received following hours of vocational services in the past year:									
None	51.4	46.2	42.1	53.4	44.5	54.3	50.0	43.7	48.0
	(3.1)	(2.8)	(2.5)	(3.2)	(1.8)	(5.6)	(2.5)	(2.7)	(3.1)
Fewer than 80 hours	2.9	5.0	3.5	3.3	3.7	5.8	5.0	3.1	3.3
	(1.0)	(1.2)	(0.9)	(1.1)	(0.7)	(2.6)	(1.1)	(0.9)	(1.1)
80 to 240 hours	23.1	27.6	30.5	22.7	28.3	24.5	24.9	27.7	27.9
	(2.6)	(2.5)	(2.3)	(2.7)	(1.7)	(4.9)	(2.2)	(2.4)	(2.8)
241 to 600 hours	20.3	19.3	21.9	18.3	21.4	14.2	17.9	22.9	19.5
	(2.5)	(2.2)	(2.1)	(2.5)	(1.5)	(4.0)	(1.9)	(2.3)	(2.5)
More than 600 hours	2.3	1.8	2.0	2.3	2.1	1.2	2.2	2.5	1.2
	(0.9)	(0.7)	(0.7)	(1.0)	(0.5)	(1.2)	(0.7)	(0.8)	(0.7)
Number of respondents	1393	1726	2323	1481	3943	640	2006	1978	1874
Average hours of vocational services provided recipients in past year	143	138	148	129	150	107	136	154	129
	(12.8)	(10.2)	(9.3)	(12.5)	(7.0)	(18.4)	(9.9)	(10.3)	(10.6)
Number of respondents	1393	1726	2323	1481	3943	640	2006	1978	1874

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received in the past year:												
Testing/assessment	12.7	11.8	12.1	7.7	15.4	15.5	16.0	28.8	13.1	11.7	11.2	32.2
	(1.0)	(1.5)	(1.9)	(1.8)	(1.6)	(2.5)	(2.6)	(2.8)	(2.3)	(2.4)	(2.5)	(7.3)
Job skills training	14.2	14.1	15.5	8.8	14.7	11.9	14.0	28.3	10.4	11.7	13.2	30.1
	(1.0)	(1.7)	(2.1)	(1.9)	(1.6)	(2.2)	(2.4)	(2.7)	(2.1)	(2.4)	(2.7)	(7.1)
Basic skills training	11.9	9.7	10.0	6.5	18.6	15.4	12.7	27.7	8.9	13.6	15.2	32.2
	(0.9)	(1.4)	(1.7)	(1.7)	(1.8)	(2.5)	(2.3)	(2.7)	(1.9)	(2.5)	(2.8)	(7.2)
Career counseling	12.6	12.9	12.3	7.3	12.0	16.9	18.0	29.6	11.8	12.1	10.7	23.3
	(1.0)	(1.6)	(1.9)	(1.8)	(1.5)	(2.6)	(2.7)	(2.8)	(2.2)	(2.4)	(2.5)	(6.6)
Job placement services	12.5	13.2	9.9	7.6	12.5	13.1	13.5	28.1	10.9	12.0	8.6	17.1
	(1.0)	(1.6)	(1.7)	(1.8)	(1.5)	(2.3)	(2.4)	(2.7)	(2.1)	(2.4)	(2.2)	(5.8)
Number of respondents	6578	915	600	466	856	699	650	715	639	404	559	75
Percentage received vocational services in the past year from:**												
Secondary school	84.6	89.4	78.2	88.1	77.9	61.6	81.5	49.4	73.2	79.9	55.6	18.6
	(1.5)	(1.9)	(3.4)	(3.1)	(2.5)	(5.2)	(3.8)	(4.0)	(4.7)	(4.3)	(6.4)	(8.5)
Special school	26.6	11.4	29.2	21.1	45.1	57.6	20.0	70.3	36.7	26.7	64.9	92.1
	(2.1)	(2.9)	(4.7)	(5.9)	(3.4)	(5.2)	(5.0)	(3.4)	(6.1)	(6.1)	(5.4)	(4.8)
Postsecondary school	0.7	0.9	0.7	0.5	0.2	0.6	1.1	2.3	1.3	0.5	0.3	0.0
	(0.2)	(0.4)	(0.5)	(0.5)	(0.2)	(0.5)	(0.7)	(0.9)	(0.8)	(0.5)	(0.4)	(0.0)
Family member/friend	8.9	10.2	11.5	11.5	5.9	3.2	6.8	8.8	6.4	2.5	6.3	8.4
	(1.5)	(2.9)	(3.6)	(4.9)	(1.9)	(2.2)	(3.4)	(2.6)	(3.5)	(2.3)	(3.3)	(6.2)
Employer/military	8.1	10.2	9.6	9.4	3.6	6.7	10.8	6.3	1.5	3.8	6.9	0.0
	(1.5)	(2.9)	(3.3)	(4.4)	(1.5)	(3.2)	(4.2)	(2.2)	(1.7)	(2.8)	(3.5)	(0.0)
Vocational Rehabilitation	35.8	36.0	30.9	29.7	40.4	26.8	26.9	32.2	20.2	20.9	24.2	13.6
	(2.4)	(4.0)	(4.6)	(6.3)	(3.4)	(5.3)	(5.6)	(4.1)	(5.4)	(5.6)	(5.6)	(7.5)
Government jobs program	1.9	1.7	5.4	6.1	1.0	0.8	0.8	0.5	0.8	0.0	0.0	0.0
	(0.7)	(1.2)	(2.5)	(3.6)	(0.8)	(1.1)	(1.2)	(0.6)	(1.3)	(0.0)	(0.0)	(0.0)
Hospital/institution	0.6	0.0	2.3	0.8	0.9	2.1	0.0	0.4	4.0	1.9	1.4	3.2
	(0.4)	(0.0)	(1.7)	(1.3)	(0.7)	(1.8)	(0.0)	(0.6)	(2.7)	(2.0)	(1.5)	(3.7)
Other sources	17.0	13.9	25.3	21.1	19.0	30.3	13.8	17.1	32.3	19.3	15.3	18.8
	(2.0)	(3.3)	(4.8)	(6.1)	(3.0)	(5.8)	(4.7)	(3.4)	(6.5)	(5.8)	(4.6)	(8.2)
Number of respondents	1970	236	158	94	286	209	177	331	148	104	191	36

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 298: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received in the past year:											
Testing/assessment	11.7	15.3	11.5	13.1	11.8	7.2	15.4	15.6	12.4	19.7	6.5
	(1.9)	(1.9)	(1.7)	(1.2)	(1.6)	(1.4)	(1.8)	(1.6)	(1.2)	(2.5)	(1.6)
Job skills training	11.8	16.2	13.9	14.7	13.1	7.4	17.4	17.9	13.8	21.3	8.2
	(1.8)	(2.0)	(1.8)	(1.3)	(1.7)	(1.5)	(1.8)	(1.7)	(1.3)	(2.5)	(1.8)
Basic skills training	8.4	13.8	12.9	12.2	11.4	5.9	15.6	14.2	12.6	15.4	5.3
	(1.6)	(1.8)	(1.8)	(1.2)	(1.6)	(1.3)	(1.7)	(1.5)	(1.2)	(2.3)	(1.4)
Career counseling	11.2	14.9	12.2	13.0	11.7	6.4	17.0	14.0	12.6	18.3	6.4
	(1.8)	(1.9)	(1.7)	(1.2)	(1.6)	(1.4)	(1.8)	(1.5)	(1.2)	(2.4)	(1.6)
Job placement services	11.6	14.3	12.2	12.7	12.1	6.0	15.9	15.6	11.9	20.1	7.0
	(1.8)	(1.9)	(1.7)	(1.2)	(1.6)	(1.3)	(1.8)	(1.6)	(1.2)	(2.5)	(1.6)
Number of respondents	2151	1796	1048	3983	2595	1813	2160	2605	4126	1219	1233
Percentage received vocational services in the past year from:**											
Secondary school	83.2	84.6	90.0	85.2	82.9	89.7	85.6	78.6	86.4	80.2	81.5
	(3.2)	(2.6)	(2.1)	(1.8)	(2.8)	(2.8)	(2.2)	(2.5)	(1.8)	(3.2)	(3.8)
Special school	28.8	25.3	16.2	25.0	30.4	25.1	20.0	35.8	25.9	27.2	29.5
	(4.8)	(3.8)	(3.6)	(2.5)	(3.7)	(5.0)	(3.0)	(3.1)	(2.7)	(3.9)	(5.1)
Postsecondary school	0.7	0.8	0.5	0.7	0.8	0.5	0.8	0.8	0.6	0.5	1.4
	(0.5)	(0.5)	(0.4)	(0.3)	(0.4)	(0.4)	(0.4)	(0.4)	(0.3)	(0.4)	(0.7)
Family member/friend	4.1	11.1	10.1	10.4	5.4	13.6	9.6	5.0	10.0	5.8	9.1
	(2.3)	(3.0)	(3.1)	(2.0)	(2.1)	(4.7)	(2.5)	(1.6)	(2.1)	(2.3)	(3.9)
Employer/military	7.8	8.2	9.3	9.0	5.9	10.2	7.7	7.3	7.4	9.2	10.6
	(3.2)	(2.6)	(3.0)	(1.9)	(2.2)	(4.2)	(2.2)	(1.9)	(1.8)	(2.9)	(4.2)
Vocational Rehabilitation	30.9	39.5	38.2	37.5	30.9	17.6	35.8	46.1	29.4	44.7	52.5
	(5.0)	(4.3)	(4.4)	(2.9)	(4.1)	(4.9)	(3.7)	(3.4)	(3.0)	(4.5)	(5.9)
Government jobs program	1.4	0.9	3.4	1.3	3.3	3.2	1.1	2.1	2.0	0.7	4.0
	(1.4)	(0.9)	(1.9)	(0.7)	(1.7)	(2.4)	(0.9)	(1.1)	(1.0)	(0.8)	(2.7)
Hospital/institution	0.7	0.3	0.5	0.6	0.8	0.1	0.4	1.3	0.1	0.2	5.1
	(1.0)	(0.5)	(0.7)	(0.5)	(0.8)	(0.3)	(0.5)	(0.8)	(0.2)	(0.4)	(2.7)
Other sources	19.4	14.6	18.1	16.4	18.6	14.1	15.9	20.4	14.5	17.6	32.1
	(4.6)	(3.3)	(4.0)	(2.4)	(3.6)	(4.7)	(3.0)	(2.9)	(2.5)	(3.7)	(5.7)
Number of respondents	509	571	279	1222	748	298	735	937	1195	496	279

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.
** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	12.2	10.8	15.8	10.1	14.8	3.7	9.9	11.7	19.5
	(2.0)	(1.7)	(1.8)	(1.9)	(1.3)	(2.1)	(1.5)	(1.7)	(2.4)
Job skills training	13.9	12.4	16.4	13.1	15.5	8.8	12.4	14.3	17.5
	(2.1)	(1.8)	(1.8)	(2.1)	(1.3)	(3.2)	(1.6)	(1.8)	(2.3)
Basic skills training	9.3	10.9	16.0	8.2	14.1	5.1	8.0	12.2	19.0
	(1.7)	(1.7)	(1.8)	(1.7)	(1.3)	(2.5)	(1.3)	(1.7)	(2.3)
Career counseling	11.9	10.7	16.6	9.3	14.5	6.5	9.2	13.2	18.4
	(1.9)	(1.7)	(1.8)	(1.8)	(1.3)	(2.7)	(1.4)	(1.7)	(2.3)
Job placement services	12.5	11.3	15.0	11.4	13.4	9.4	9.8	13.4	16.7
	(2.0)	(1.7)	(1.7)	(2.0)	(1.2)	(3.3)	(1.4)	(1.7)	(2.2)
Number of respondents	1472	1855	2554	1552	4136	683	2127	2143	2055
Percentage received vocational services in the past year from:**									
Secondary school	79.7	83.2	82.4	82.3	81.4	89.0	83.6	82.3	79.7
	(3.8)	(3.1)	(2.6)	(3.8)	(2.0)	(5.6)	(2.9)	(2.8)	(3.4)
Special school	25.5	25.0	22.4	25.8	22.6	29.4	24.4	23.0	24.6
	(4.4)	(4.1)	(3.2)	(4.7)	(2.4)	(9.8)	(3.7)	(3.5)	(4.1)
Postsecondary school	1.0	0.1	1.3	0.7	0.8	0.1	0.1	1.4	0.7
	(0.6)	(0.1)	(0.5)	(0.5)	(0.3)	(0.3)	(0.1)	(0.6)	(0.5)
Family member/friend	9.9	5.2	10.5	4.0	10.0	6.3	7.4	6.4	13.4
	(3.5)	(2.3)	(2.6)	(2.5)	(1.9)	(5.9)	(2.7)	(2.3)	(3.5)
Employer/military	11.1	7.0	7.9	9.0	8.0	4.2	4.6	9.4	10.8
	(3.7)	(2.7)	(2.3)	(3.6)	(1.7)	(4.8)	(2.1)	(2.7)	(3.1)
Vocational Rehabilitation	31.6	30.4	25.5	29.7	31.4	18.3	39.9	30.4	15.0
	(5.1)	(4.5)	(3.5)	(5.3)	(2.8)	(8.8)	(4.6)	(4.0)	(3.5)
Government jobs program	1.5	3.5	0.9	1.3	2.2	0.6	3.2	1.6	0.7
	(1.4)	(1.9)	(0.8)	(1.4)	(0.9)	(1.9)	(1.8)	(1.2)	(0.8)
Hospital/institution	0.0	0.1	0.0	1.9	0.3	0.0	0.0	0.0	0.1
	(0.2)	(0.4)	(0.2)	(1.7)	(0.4)	(0.0)	(0.2)	(0.2)	(0.4)
Other sources	16.2	22.0	16.1	10.9	17.6	22.0	13.0	20.5	16.1
	(4.3)	(4.3)	(3.1)	(3.8)	(2.4)	(9.9)	(3.4)	(3.7)	(3.9)
Number of respondents	389	517	869	386	1373	148	498	669	714

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received counseling/ therapy:												
Never	68.7	71.9	34.9	80.5	75.2	73.4	73.6	64.1	66.0	63.0	67.8	81.2
	(1.4)	(2.1)	(2.7)	(2.7)	(2.0)	(2.9)	(3.1)	(2.9)	(3.3)	(3.6)	(3.7)	(6.1)
For just a few days	3.3	3.2	4.8	2.6	3.0	3.0	4.1	4.0	3.9	4.3	2.6	1.3
	(0.5)	(0.8)	(1.2)	(1.1)	(0.8)	(1.1)	(1.4)	(1.2)	(1.3)	(1.5)	(1.3)	(1.8)
For a few weeks	3.0	3.2	2.4	2.2	2.7	2.4	3.5	2.1	3.2	3.9	2.5	0.0
	(0.5)	(0.8)	(0.9)	(1.0)	(0.7)	(1.0)	(1.3)	(0.9)	(1.2)	(1.4)	(1.3)	(0.0)
For a few months	6.9	7.0	13.1	3.4	4.7	5.2	5.2	6.7	6.5	7.9	4.0	2.7
	(0.7)	(1.2)	(1.9)	(1.3)	(1.0)	(1.5)	(1.5)	(1.5)	(1.7)	(2.0)	(1.6)	(2.5)
For about a year	5.8	5.8	12.8	5.0	2.8	5.3	4.0	4.1	5.8	8.5	4.6	1.5
	(0.7)	(1.1)	(1.9)	(1.5)	(0.7)	(1.5)	(1.4)	(1.2)	(1.6)	(2.1)	(1.7)	(1.9)
For several years or more	12.3	9.0	32.0	6.3	11.5	10.7	9.7	19.0	14.6	12.4	18.5	13.3
	(1.0)	(1.3)	(2.7)	(1.7)	(1.4)	(2.1)	(2.1)	(2.4)	(2.5)	(2.5)	(3.1)	(5.3)
Number of respondents	6751	945	612	466	885	724	666	760	633	412	572	76
Percentage received following hours of counseling/therapy in the past year:												
None	88.5	90.3	75.0	93.6	89.4	89.1	89.1	85.5	86.4	84.5	88.9	98.3
	(1.0)	(1.4)	(2.6)	(1.8)	(1.5)	(2.2)	(2.3)	(2.3)	(2.6)	(2.9)	(2.7)	(2.1)
Less than 10 hours	2.7	2.5	3.2	1.5	2.8	2.6	4.1	3.7	2.8	4.2	3.1	1.7
	(0.5)	(0.8)	(1.1)	(0.9)	(0.8)	(1.1)	(1.5)	(1.2)	(1.2)	(1.6)	(1.5)	(2.1)
10 to 40 hours	4.2	3.9	8.9	2.4	3.1	4.2	4.1	5.8	5.5	6.1	4.0	0.0
	(0.6)	(0.9)	(1.7)	(1.1)	(0.8)	(1.4)	(1.5)	(1.5)	(1.7)	(1.9)	(1.7)	(0.0)
41 to 100 hours	2.2	1.4	6.8	1.1	2.2	1.4	1.6	2.1	3.0	3.3	2.6	0.0
	(0.4)	(0.6)	(1.5)	(0.8)	(0.7)	(0.8)	(0.9)	(0.9)	(1.3)	(1.4)	(1.4)	(0.0)
More than 100 hours	2.5	1.9	6.1	1.4	2.5	2.7	1.1	2.9	2.3	1.8	1.5	0.0
	(0.5)	(0.7)	(1.5)	(0.8)	(0.7)	(1.1)	(0.8)	(1.1)	(1.1)	(1.1)	(1.1)	(0.0)
Number of respondents	6126	881	547	419	801	677	604	686	564	368	508	71
Average hours of counseling/ therapy provided recipients in the past year	8.8	6.0	22.8	4.7	10.7	12.5	6.5	8.6	8.3	7.7	6.1	0.0
	(1.5)	(1.7)	(4.7)	(2.2)	(3.3)	(6.4)	(4.0)	(2.8)	(2.8)	(2.7)	(2.5)	(0.1)
Number of respondents	6126	881	547	419	801	677	604	686	564	368	508	71

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received counseling/ therapy:											
Never	66.2	68.2	74.3	68.6	68.9	69.5	66.6	70.4	69.7	65.3	67.9
	(2.7)	(2.5)	(2.3)	(1.7)	(2.4)	(2.6)	(2.3)	(2.0)	(1.7)	(3.0)	(3.1)
For just a few days	3.8	2.8	3.9	3.6	2.8	2.9	3.4	3.7	2.9	4.5	4.0
	(1.1)	(0.9)	(1.0)	(0.7)	(0.8)	(1.0)	(0.9)	(0.8)	(0.6)	(1.3)	(1.3)
For a few weeks	2.4	3.9	3.1	3.2	2.5	2.8	3.6	2.3	3.1	3.0	2.4
	(0.9)	(1.0)	(0.9)	(0.6)	(0.8)	(0.9)	(0.9)	(0.7)	(0.6)	(1.1)	(1.0)
For a few months	7.4	7.0	6.2	7.2	6.4	8.8	6.6	5.3	7.3	6.4	6.1
	(1.5)	(1.4)	(1.3)	(0.9)	(1.2)	(1.6)	(1.2)	(1.0)	(1.0)	(1.6)	(1.6)
For about a year	5.7	7.2	4.7	5.5	6.6	5.2	8.0	3.7	5.6	5.5	6.9
	(1.4)	(1.4)	(1.1)	(0.8)	(1.3)	(1.3)	(1.3)	(0.8)	(0.9)	(1.4)	(1.7)
For several years or more	14.5	10.9	7.8	12.0	12.9	10.7	11.9	14.6	11.5	15.4	12.6
	(2.0)	(1.7)	(1.4)	(1.2)	(1.7)	(1.8)	(1.6)	(1.6)	(1.2)	(2.3)	(2.2)
Number of respondents	2180	1837	1076	4097	2654	1820	2250	2681	4243	1271	1237
Percentage received following hours of counseling/therapy in the past year:											
None	89.0	87.2	91.2	89.1	87.0	88.1	87.2	90.4	87.6	87.2	93.9
	(1.9)	(1.8)	(1.6)	(1.2)	(1.8)	(1.9)	(1.7)	(1.4)	(1.3)	(2.2)	(1.6)
Less than 10 hours	2.4	3.1	2.8	2.5	2.9	2.8	2.8	2.3	2.9	3.6	0.3
	(0.9)	(1.0)	(0.9)	(0.6)	(0.9)	(1.0)	(0.8)	(0.7)	(0.7)	(1.2)	(0.4)
10 to 40 hours	2.5	5.4	2.6	3.7	5.5	4.1	4.5	4.0	4.4	4.7	3.1
	(0.9)	(1.2)	(0.9)	(0.7)	(1.2)	(1.2)	(1.1)	(0.9)	(0.8)	(1.4)	(1.2)
41 to 100 hours	2.6	2.1	1.5	2.0	2.5	2.0	2.4	2.0	2.1	2.8	1.5
	(1.0)	(0.8)	(0.7)	(0.5)	(0.8)	(0.8)	(0.8)	(0.7)	(0.6)	(1.1)	(0.8)
More than 100 hours	3.5	2.2	1.9	2.6	2.0	3.0	3.0	1.2	3.0	1.6	1.1
	(1.1)	(0.8)	(0.8)	(0.6)	(0.8)	(1.0)	(0.9)	(0.5)	(0.7)	(0.8)	(0.7)
Number of respondents	2022	1752	1024	3724	2402	1646	2029	2451	3862	1162	1102
Average hours of counseling/ therapy provided recipients in the past year	11.0	7.7	7.8	9.2	8.1	9.4	10.7	5.8	9.8	8.2	5.0
	(3.5)	(2.1)	(2.9)	(2.0)	(2.3)	(2.9)	(2.9)	(2.0)	(2.0)	(3.6)	(2.3)
Number of respondents	2022	1752	1024	3724	2402	1646	2029	2451	3862	1162	1102

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	70.3	68.7	64.4	77.0	66.1	67.8	78.2	66.3	54.5
	(2.7)	(2.5)	(2.3)	(2.6)	(1.7)	(5.2)	(2.0)	(2.4)	(2.9)
For just a few days	3.3	2.6	4.0	2.2	3.6	2.6	2.0	3.5	5.5
	(1.1)	(0.9)	(0.9)	(0.9)	(0.7)	(1.8)	(0.7)	(0.9)	(1.3)
For a few weeks	2.7	3.6	3.3	1.4	3.6	1.1	1.2	2.6	6.9
	(0.9)	(1.0)	(0.9)	(0.7)	(0.7)	(1.2)	(0.5)	(0.8)	(1.5)
For a few months	4.9	7.4	9.9	5.3	7.3	8.1	5.5	7.9	8.9
	(1.3)	(1.4)	(1.4)	(1.4)	(0.9)	(3.0)	(1.1)	(1.4)	(1.7)
For about a year	6.0	5.1	6.7	2.6	7.0	6.1	4.1	6.0	8.3
	(1.4)	(1.2)	(1.2)	(1.0)	(0.9)	(2.7)	(0.9)	(1.2)	(1.6)
For several years or more	12.9	12.6	11.8	11.5	12.3	14.3	8.9	13.7	15.9
	(2.0)	(1.8)	(1.5)	(2.0)	(1.2)	(3.9)	(1.4)	(1.7)	(2.1)
Number of respondents	1535	1903	2625	1600	4252	682	2196	2214	2104
Percentage received following hours of counseling/therapy in the past year:									
None	89.7	88.2	86.9	92.7	87.5	88.4	92.7	88.8	81.1
	(2.0)	(1.8)	(1.6)	(1.7)	(1.2)	(3.8)	(1.3)	(1.6)	(2.4)
Less than 10 hours	2.4	3.3	2.6	2.0	2.7	3.4	0.8	2.6	5.7
	(1.0)	(1.0)	(0.8)	(0.9)	(0.6)	(2.1)	(0.5)	(0.8)	(1.4)
10 to 40 hours	3.7	3.5	5.5	2.2	4.8	3.9	3.0	4.4	6.0
	(1.2)	(1.0)	(1.1)	(1.0)	(0.8)	(2.3)	(0.9)	(1.1)	(1.4)
41 to 100 hours	1.3	2.6	2.5	1.1	2.5	2.4	2.3	1.6	3.1
	(0.7)	(0.9)	(0.8)	(0.7)	(0.6)	(1.8)	(0.8)	(0.6)	(1.1)
More than 100 hours	2.8	2.5	2.5	2.1	2.5	2.0	1.3	2.6	4.2
	(1.1)	(0.9)	(0.8)	(1.0)	(0.6)	(1.7)	(0.6)	(0.8)	(1.2)
Number of respondents	1282	1710	2522	1369	3983	576	1907	2052	1968
Average hours of counseling/therapy provided recipients in the past year	8.3	9.5	9.8	5.5	9.7	5.2	4.6	9.4	15.1
	(2.9)	(3.1)	(2.6)	(2.4)	(2.0)	(2.9)	(1.4)	(2.8)	(4.3)
Number of respondents	1282	1710	2522	1369	3983	576	1907	2052	1968

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received counseling/ therapy in the past year from:*												
Secondary school	58.2	66.2	57.7	46.0	43.9	28.3	63.3	32.9	56.6	51.2	48.6	---
	(3.3)	(5.9)	(4.4)	(10.3)	(5.5)	(7.9)	(8.7)	(6.1)	(7.6)	(7.6)	(8.9)	
Special school	22.2	11.6	33.1	4.9	26.4	59.5	18.7	71.3	20.4	12.4	56.0	---
	(2.8)	(4.6)	(4.7)	(5.2)	(5.4)	(7.6)	(7.0)	(5.1)	(6.7)	(5.6)	(8.0)	
Postsecondary school	0.0	0.0	0.2	0.0	0.0	0.1	0.0	1.1	0.3	0.0	0.1	---
	(0.1)	(0.0)	(0.2)	(0.0)	(0.0)	(0.2)	(0.0)	(0.6)	(0.4)	(0.0)	(0.2)	
Family member/friend	4.2	2.9	2.5	2.4	8.0	7.9	9.5	7.9	3.5	4.6	8.1	---
	(1.5)	(2.4)	(1.7)	(3.7)	(3.5)	(5.1)	(5.7)	(3.7)	(3.2)	(3.6)	(5.4)	
Private therapist	31.6	32.3	34.7	49.6	28.5	19.9	27.2	8.9	37.5	28.7	13.2	---
	(3.5)	(6.9)	(5.1)	(12.3)	(5.8)	(7.5)	(8.6)	(3.9)	(8.3)	(7.8)	(6.8)	
Vocational Rehabilitation	0.8	0.3	0.3	0.0	2.0	1.1	1.8	2.7	1.1	1.4	1.6	---
	(0.6)	(0.8)	(0.6)	(0.0)	(1.8)	(2.0)	(2.6)	(2.2)	(1.8)	(2.0)	(2.5)	
Hospital/institution	8.9	6.8	7.6	3.7	15.1	7.6	3.6	1.6	9.5	7.9	14.6	---
	(2.0)	(3.7)	(2.8)	(4.5)	(4.3)	(4.9)	(3.6)	(1.7)	(4.9)	(4.6)	(6.1)	
Other source	4.5	3.8	10.3	2.2	4.3	3.1	2.3	1.4	2.5	5.1	4.6	---
	(0.6)	(0.9)	(1.7)	(1.0)	(0.9)	(1.2)	(1.1)	(0.7)	(1.1)	(1.6)	(1.6)	
Number of respondents	1020	98	175	36	110	95	86	145	100	77	91	7

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received counseling/ therapy in the past year from:*											
Secondary school	68.5	55.3	65.9	60.8	52.6	70.4	56.1	41.5	64.2	51.7	1.0
	(6.1)	(5.7)	(6.3)	(3.9)	(5.7)	(5.6)	(5.1)	(5.4)	(3.8)	(6.8)	(2.1)
Special school	23.8	17.2	6.8	24.8	16.8	19.3	24.8	21.1	23.1	25.4	5.2
	(6.3)	(4.7)	(3.8)	(3.6)	(4.3)	(5.2)	(4.4)	(4.4)	(3.5)	(5.9)	(4.6)
Postsecondary school	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.1
	(0.2)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.2)
Family member/friend	2.4	6.5	3.1	4.8	3.0	1.6	6.5	3.5	4.8	3.2	0.9
	(2.4)	(3.2)	(2.7)	(2.0)	(2.2)	(1.8)	(2.8)	(2.2)	(1.9)	(2.7)	(2.0)
Private therapist	26.0	39.5	35.9	30.7	33.3	29.7	27.7	41.5	27.6	42.9	42.1
	(6.9)	(6.4)	(7.5)	(4.2)	(6.0)	(6.6)	(5.1)	(5.9)	(4.1)	(7.6)	(10.4)
Vocational Rehabilitation	0.4	0.8	1.6	0.3	1.6	0.0	0.4	2.6	0.2	2.5	1.8
	(1.0)	(1.1)	(1.9)	(0.5)	(1.6)	(0.0)	(0.7)	(1.9)	(0.4)	(2.4)	(2.8)
Hospital/institution	5.2	5.4	10.1	9.9	7.2	10.8	6.4	10.8	7.5	5.1	23.8
	(3.4)	(2.9)	(4.6)	(2.6)	(3.2)	(4.4)	(2.8)	(3.5)	(2.4)	(3.3)	(7.3)
Other source	4.3	4.3	3.3	4.2	5.3	5.2	5.0	3.2	4.7	4.1	4.3
	(1.2)	(1.1)	(0.9)	(0.7)	(1.1)	(1.2)	(1.0)	(0.8)	(0.8)	(1.2)	(1.3)
Number of respondents	290	306	125	614	406	271	389	360	701	203	116

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/ therapy in the past year from:*									
Secondary school	61.8	56.9	51.9	65.1	52.7	64.0	61.6	56.6	51.5
	(7.0)	(6.4)	(5.5)	(7.8)	(4.0)	(13.4)	(6.2)	(6.2)	(6.2)
Special school	23.9	20.8	17.8	26.7	18.8	26.3	26.3	17.4	17.0
	(6.1)	(5.3)	(4.3)	(7.2)	(3.2)	(13.3)	(5.7)	(4.8)	(4.7)
Postsecondary school	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.0
	(0.0)	(0.1)	(0.1)	(0.0)	(0.1)	(0.0)	(0.0)	(0.1)	(0.1)
Family member/friend	2.3	5.3	5.4	3.3	5.0	1.2	4.3	3.2	5.3
	(2.3)	(3.1)	(2.7)	(3.3)	(1.9)	(3.4)	(2.9)	(2.4)	(3.0)
Private therapist	28.4	29.2	39.1	20.9	36.7	10.1	24.7	25.4	42.6
	(7.1)	(6.4)	(5.8)	(7.6)	(4.2)	(9.7)	(6.2)	(5.9)	(6.6)
Vocational Rehabilitation	0.7	0.5	1.0	0.4	0.7	0.2	0.2	1.4	0.4
	(1.3)	(1.0)	(1.2)	(1.1)	(0.7)	(1.5)	(0.6)	(1.6)	(0.8)
Hospital/institution	14.8	6.4	4.7	17.3	6.6	0.9	8.3	9.1	6.6
	(5.6)	(3.4)	(2.5)	(6.7)	(2.1)	(2.9)	(4.0)	(3.9)	(3.3)
Other source	4.8	4.3	3.9	3.1	4.7	7.1	2.9	4.8	6.9
	(1.3)	(1.1)	(0.9)	(1.1)	(0.8)	(3.0)	(0.8)	(1.1)	(1.5)
Number of respondents	218	287	420	175	714	83	248	307	413

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received OT/life skills training:												
Never	76.8	84.6	81.3	83.9	60.3	57.4	77.7	45.7	51.6	70.5	33.0	12.9
	(1.3)	(1.7)	(2.2)	(2.5)	(2.2)	(3.3)	(2.9)	(3.1)	(3.5)	(3.4)	(3.8)	(5.2)
For fewer than 12 months	6.5	5.6	6.9	7.4	7.8	9.4	6.6	11.1	8.4	7.3	6.4	6.2
	(0.7)	(1.1)	(1.5)	(1.8)	(1.2)	(2.0)	(1.7)	(1.9)	(1.9)	(1.9)	(2.0)	(3.7)
12 to 24 months	6.9	5.9	6.5	4.6	8.8	13.2	6.1	12.3	12.8	8.1	10.0	12.8
	(0.7)	(1.1)	(1.4)	(1.5)	(1.3)	(2.3)	(1.7)	(2.0)	(2.3)	(2.0)	(2.4)	(5.2)
25 to 48 months	3.9	2.3	2.3	1.1	8.3	4.9	5.5	8.7	8.2	6.3	11.4	5.3
	(0.6)	(0.7)	(0.9)	(0.7)	(1.3)	(1.5)	(1.6)	(1.7)	(1.9)	(1.8)	(2.6)	(3.5)
More than 48 months	5.9	1.6	3.0	3.0	14.9	15.1	4.1	22.3	19.1	7.7	39.2	62.9
	(0.7)	(0.6)	(1.0)	(1.2)	(1.6)	(2.4)	(1.4)	(2.6)	(2.8)	(2.0)	(3.9)	(7.5)
Number of respondents	6679	933	611	464	865	722	657	749	628	408	565	77
Percentage received following hours of OT/life skills training in the past year:												
None	89.0	93.4	92.9	94.5	77.5	79.4	91.2	75.6	78.2	86.1	58.0	64.8
	(1.0)	(1.2)	(1.5)	(1.7)	(2.0)	(2.8)	(2.1)	(2.8)	(3.1)	(2.7)	(4.5)	(8.1)
40 hours or fewer	1.2	0.4	1.2	1.2	2.5	1.5	1.3	2.9	5.8	3.7	6.3	2.5
	(0.3)	(0.3)	(0.7)	(0.8)	(0.8)	(0.8)	(0.9)	(1.1)	(1.7)	(1.5)	(2.2)	(2.6)
41 to 100 hours	1.8	1.2	0.9	1.1	3.4	6.0	2.3	5.4	5.2	2.5	6.4	0.7
	(0.4)	(0.5)	(0.6)	(0.8)	(0.9)	(1.7)	(1.1)	(1.5)	(1.6)	(1.2)	(2.2)	(1.4)
101 to 240 hours	4.4	3.3	2.8	1.4	7.6	6.5	3.2	7.6	8.7	4.5	13.8	7.2
	(0.6)	(0.9)	(1.0)	(0.9)	(1.3)	(1.7)	(1.3)	(1.7)	(2.1)	(1.6)	(3.1)	(4.3)
241 to 480 hours	1.8	1.2	1.4	0.4	3.4	1.9	1.1	5.2	0.9	1.2	7.9	6.1
	(0.4)	(0.5)	(0.7)	(0.5)	(0.9)	(1.0)	(0.8)	(1.5)	(0.7)	(0.9)	(2.4)	(4.0)
More than 480 hours	1.8	0.4	0.8	1.4	5.7	4.7	0.9	3.3	1.2	2.0	7.6	18.8
	(0.4)	(0.3)	(0.5)	(0.9)	(1.1)	(1.5)	(0.7)	(1.2)	(0.8)	(1.1)	(2.4)	(6.6)
Number of respondents	6017	880	563	420	761	650	604	662	575	365	472	65

Source: Parent interviews

Table 318: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received OT/life skills training:											
Never	78.2	76.5	78.9	79.6	70.7	80.7	78.7	69.9	76.3	74.9	80.9
	(2.4)	(2.3)	(2.2)	(1.5)	(2.3)	(2.3)	(2.0)	(2.1)	(1.6)	(2.8)	(2.6)
For fewer than 12 months	5.8	7.6	6.1	6.1	7.2	6.3	6.4	6.7	6.6	6.1	6.1
	(1.4)	(1.4)	(1.3)	(0.9)	(1.3)	(1.4)	(1.2)	(1.1)	(0.9)	(1.5)	(1.6)
12 to 24 months	7.2	6.1	7.1	5.6	9.6	5.7	7.4	7.6	6.8	8.0	5.9
	(1.5)	(1.3)	(1.4)	(0.8)	(1.5)	(1.3)	(1.3)	(1.2)	(1.0)	(1.7)	(1.5)
25 to 48 months	3.7	4.2	3.1	3.9	4.1	3.3	2.6	6.6	3.7	5.3	3.6
	(1.1)	(1.1)	(0.9)	(0.7)	(1.0)	(1.0)	(0.8)	(1.1)	(0.7)	(1.4)	(1.2)
More than 48 months	5.1	5.6	4.8	4.8	8.3	4.1	5.0	9.3	6.6	5.6	3.5
	(1.3)	(1.2)	(1.2)	(0.8)	(1.4)	(1.1)	(1.1)	(1.3)	(0.9)	(1.5)	(1.2)
Number of respondents	2149	1818	1065	4057	2622	1812	2217	2650	4207	1243	1229
Percentage received following hours of OT/life skills training in the past year:											
None	91.4	88.9	87.9	90.2	86.2	88.8	90.2	87.7	87.7	88.0	96.2
	(1.7)	(1.7)	(1.8)	(1.1)	(1.9)	(1.9)	(1.5)	(1.6)	(1.3)	(2.2)	(1.3)
40 hours or fewer	0.8	1.2	1.7	1.1	1.4	1.3	0.9	1.6	1.3	1.2	0.8
	(0.5)	(0.6)	(0.7)	(0.4)	(0.6)	(0.7)	(0.5)	(0.6)	(0.4)	(0.7)	(0.6)
41 to 100 hours	1.3	2.2	1.9	1.5	2.7	1.9	1.5	2.3	2.1	2.0	0.5
	(0.7)	(0.8)	(0.8)	(0.5)	(0.9)	(0.8)	(0.6)	(0.7)	(0.6)	(0.9)	(0.5)
101 to 240 hours	4.1	4.8	4.3	3.6	6.0	5.3	4.0	3.7	5.3	3.3	1.1
	(1.2)	(1.2)	(1.1)	(0.7)	(1.3)	(1.3)	(1.0)	(0.9)	(0.9)	(1.2)	(0.7)
241 to 480 hours	1.1	1.7	2.2	2.0	1.3	1.8	2.1	1.3	1.8	2.8	0.3
	(0.6)	(0.7)	(0.8)	(0.5)	(0.6)	(0.8)	(0.7)	(0.5)	(0.5)	(1.1)	(0.4)
More than 480 hours	1.4	1.2	2.0	1.6	2.4	1.0	1.3	3.4	1.8	2.6	1.1
	(0.7)	(0.6)	(0.8)	(0.5)	(0.8)	(0.6)	(0.6)	(0.9)	(0.5)	(1.1)	(0.7)
Number of respondents	2016	1737	1023	3679	2338	1641	2011	2365	3788	1129	1100

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	80.1	77.1	73.5	80.9	75.4	81.6	81.8	76.9	69.1
	(2.4)	(2.3)	(2.1)	(2.4)	(1.5)	(4.4)	(1.9)	(2.1)	(2.7)
For fewer than 12 months	5.4	5.9	8.5	4.5	6.5	8.4	4.8	6.4	9.3
	(1.3)	(1.3)	(1.3)	(1.3)	(0.9)	(3.1)	(1.0)	(1.2)	(1.7)
12 to 24 months	6.3	6.9	6.9	6.5	7.1	4.1	6.2	5.8	8.6
	(1.4)	(1.4)	(1.2)	(1.5)	(0.9)	(2.2)	(1.2)	(1.2)	(1.7)
25 to 48 months	3.1	4.7	4.5	2.8	4.5	2.2	3.3	4.3	4.6
	(1.0)	(1.2)	(1.0)	(1.0)	(0.7)	(1.7)	(0.9)	(1.0)	(1.2)
More than 48 months	5.2	5.4	6.6	5.4	6.5	3.6	3.9	6.6	8.4
	(1.3)	(1.2)	(1.2)	(1.4)	(0.9)	(2.1)	(0.9)	(1.3)	(1.6)
Number of respondents	1525	1876	2607	1575	4208	678	2166	2203	2088
Percentage received following hours of OT/life skills training in the past year:									
None	91.5	88.5	86.2	93.3	87.4	94.4	92.7	88.9	83.0
	(1.8)	(1.8)	(1.7)	(1.7)	(1.2)	(2.7)	(1.3)	(1.7)	(2.3)
40 hours or fewer	0.6	1.5	1.7	0.5	1.5	0.8	0.7	0.9	2.6
	(0.5)	(0.7)	(0.6)	(0.5)	(0.5)	(1.1)	(0.4)	(0.5)	(1.0)
41 to 100 hours	1.4	1.7	2.7	1.4	1.8	0.7	2.1	1.6	2.1
	(0.7)	(0.7)	(0.8)	(0.8)	(0.5)	(1.0)	(0.7)	(0.7)	(0.9)
101 to 240 hours	3.5	4.2	5.7	2.3	5.2	2.1	2.8	4.4	7.2
	(1.2)	(1.1)	(1.1)	(1.0)	(0.8)	(1.7)	(0.8)	(1.1)	(1.6)
241 to 480 hours	1.6	2.1	1.6	1.4	1.9	1.1	0.8	2.3	2.5
	(0.8)	(0.8)	(0.6)	(0.8)	(0.5)	(1.3)	(0.5)	(0.8)	(1.0)
More than 480 hours	1.4	2.0	2.1	1.1	2.2	0.9	0.9	2.0	2.6
	(0.7)	(0.8)	(0.7)	(0.7)	(0.5)	(1.1)	(0.5)	(0.7)	(1.0)
Number of respondents	1285	1682	2477	1340	3895	581	1882	2024	1933

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average hours of OT/life skills training provided recipients in the past year	31.6	13.9	18.3	27.7	78.6	58.8	20.9	73.7	34.7	41.3	129	251
	(4.2)	(3.3)	(5.7)	(14.5)	(10.8)	(13.3)	(8.0)	(14.8)	(9.1)	(15.5)	(23.3)	(79.5)
Number of respondents	6017	880	563	420	761	650	604	662	575	365	472	65
Percentage received OT/life skills training in the past year from:*												
Secondary school	10.4	8.3	6.0	4.2	16.6	10.5	11.4	18.5	11.7	12.6	18.1	2.1
	(1.1)	(1.6)	(1.7)	(1.7)	(1.8)	(2.7)	(2.7)	(3.3)	(2.6)	(3.1)	(3.5)	(3.1)
Special school	18.0	1.3	17.4	14.1	26.5	32.2	14.6	30.6	11.9	20.4	33.8	49.2
	(1.9)	(1.9)	(5.1)	(7.4)	(3.3)	(4.7)	(5.8)	(3.5)	(3.8)	(6.1)	(4.3)	(8.7)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.2	0.3	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.0)	(0.6)	(0.3)	(0.4)	(0.1)	(0.0)
Private therapist	1.9	2.9	3.4	0.6	0.4	0.4	0.9	0.5	6.5	7.3	2.9	0.0
	(0.8)	(3.2)	(3.2)	(2.0)	(0.5)	(0.9)	(2.0)	(0.8)	(3.4)	(4.3)	(1.8)	(0.0)
Vocational Rehabilitation	2.7	2.9	5.1	0.0	2.6	2.3	7.5	1.2	1.6	1.5	0.8	4.8
	(1.0)	(3.2)	(3.9)	(0.0)	(1.3)	(2.0)	(5.5)	(1.2)	(1.7)	(2.0)	(0.9)	(4.7)
Hospital/institution	3.8	0.0	6.1	5.6	5.3	1.3	0.0	0.6	3.7	2.7	9.9	10.4
	(1.1)	(0.0)	(4.0)	(5.7)	(1.8)	(1.5)	(0.0)	(0.8)	(2.5)	(2.6)	(3.1)	(6.3)
Other source	13.0	11.5	17.6	21.5	11.8	25.1	13.8	6.6	18.6	14.8	18.0	8.3
	(2.0)	(5.9)	(6.4)	(10.1)	(2.6)	(5.6)	(7.2)	(2.7)	(5.2)	(5.8)	(3.9)	(5.7)
Number of respondents	1503	60	64	33	259	196	74	225	160	83	311	38

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31B: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average hours of OT/life skills training provided recipients in the past year	24.0	25.6	35.4	27.8	40.2	26.3	27.5	43.0	33.3	42.5	11.7
	(7.4)	(5.7)	(7.8)	(4.7)	(8.6)	(6.5)	(6.2)	(8.2)	(5.3)	(11.4)	(6.2)
Number of respondents	2016	1737	1023	3679	2338	1641	2011	2365	3788	1129	1100
Percentage received OT/life skills training in the past year from:*											
Secondary school	10.3	9.3	11.8	9.1	13.0	11.0	8.6	12.8	11.2	7.6	3.1
	(2.1)	(1.8)	(1.9)	(1.3)	(2.0)	(2.0)	(1.5)	(2.1)	(1.3)	(1.8)	(3.6)
Special school	12.2	14.8	12.6	15.0	23.0	12.2	13.7	28.5	19.5	14.2	7.4
	(3.8)	(3.6)	(4.1)	(2.2)	(3.5)	(3.2)	(2.8)	(3.4)	(2.3)	(3.5)	(5.5)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1
	(0.1)	(0.1)	(0.1)	(0.1)	(0.0)	(0.0)	(0.0)	(0.1)	(0.0)	(0.0)	(0.2)
Private therapist	4.1	0.9	0.8	1.3	2.6	0.7	2.5	2.4	0.9	0.2	20.2
	(2.8)	(1.0)	(1.2)	(0.9)	(1.6)	(1.0)	(1.7)	(1.4)	(0.7)	(0.6)	(8.4)
Vocational Rehabilitation	2.2	2.7	2.6	2.5	3.0	0.9	0.7	6.4	0.9	6.6	17.3
	(2.1)	(1.9)	(2.2)	(1.2)	(1.7)	(1.1)	(0.9)	(2.2)	(0.7)	(3.3)	(7.9)
Hospital/institution	4.5	2.0	2.1	4.2	3.2	1.6	2.1	7.4	0.1	3.8	33.9
	(2.9)	(1.5)	(1.9)	(1.5)	(1.7)	(1.4)	(1.5)	(2.3)	(0.2)	(2.5)	(7.9)
Other source	13.1	15.1	10.4	15.1	9.9	7.7	15.6	15.7	8.9	20.7	33.0
	(4.7)	(4.0)	(4.1)	(2.7)	(2.9)	(3.1)	(3.8)	(3.1)	(2.1)	(5.2)	(7.8)
Number of respondents	356	401	165	831	672	399	454	650	1112	274	117

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	25.2	33.9	35.3	20.3	36.3	15.9	17.2	34.8	46.1
	(7.7)	(8.1)	(6.9)	(7.6)	(5.5)	(12.0)	(4.7)	(7.5)	(10.2)
Number of respondents	1285	1682	2477	1340	3895	581	1882	2024	1933
Percentage received OT/life skills training in the past year from:*									
Secondary school	12.8	13.4	13.2	8.7	13.7	8.8	12.3	12.1	15.6
	(2.8)	(2.5)	(2.1)	(2.5)	(1.6)	(4.4)	(2.2)	(2.2)	(2.7)
Special school	13.5	22.0	20.9	21.6	19.6	14.5	13.6	20.6	22.4
	(3.9)	(4.2)	(3.4)	(4.8)	(2.5)	(8.3)	(3.3)	(3.8)	(4.1)
Postsecondary school	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
	(0.0)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Private therapist	1.3	2.5	2.1	0.2	2.5	0.0	0.8	0.5	4.3
	(1.6)	(1.9)	(1.3)	(0.7)	(1.1)	(0.0)	(1.1)	(0.7)	(2.2)
Vocational Rehabilitation	2.0	2.5	2.7	6.6	1.9	2.2	3.4	2.6	2.6
	(2.0)	(1.9)	(1.5)	(3.8)	(1.0)	(4.5)	(2.2)	(1.7)	(1.7)
Hospital/institution	0.2	0.2	0.1	6.9	3.5	1.0	0.0	0.5	0.2
	(0.7)	(0.6)	(0.3)	(3.7)	(1.3)	(2.9)	(0.2)	(0.8)	(0.5)
Other source	10.8	9.3	16.4	5.8	13.4	12.0	8.1	12.8	16.7
	(4.5)	(3.5)	(3.4)	(3.4)	(2.3)	(9.6)	(3.3)	(3.6)	(4.1)
Number of respondents	258	384	708	262	1102	95	345	486	606

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage used a tutor/reader/ interpreter:												
Never	63.1	60.8	65.1	73.5	68.3	56.2	49.3	28.0	63.4	56.8	70.9	57.3
	(1.4)	(2.3)	(2.8)	(3.0)	(2.1)	(3.3)	(3.5)	(2.7)	(3.4)	(3.7)	(3.7)	(7.6)
For just a few days	0.8	0.8	0.5	0.9	0.8	2.2 -	1.9	1.9	2.3	0.6	0.0	1.0
	(0.3)	(0.4)	(0.4)	(0.6)	(0.4)	(1.0)	(0.9)	(0.8)	(1.0)	(0.6)	(0.0)	(1.5)
For a few weeks	2.6	2.5	3.8	1.4	2.6	3.2	1.0	2.4	3.0	3.9	2.0	0.4
	(0.5)	(0.7)	(1.1)	(0.8)	(0.7)	(1.2)	(0.7)	(0.9)	(1.2)	(1.4)	(1.1)	(0.9)
For a few months	6.9	7.1	9.9	4.3	5.0	5.4	5.0	4.1	9.3	14.7	2.8	3.1
	(0.7)	(1.2)	(1.7)	(1.4)	(1.0)	(1.5)	(1.5)	(1.2)	(2.0)	(2.6)	(1.3)	(2.7)
For about a year	5.1	5.1	8.0	4.9	3.8	5.8	5.3	5.3	5.5	4.8	4.5	2.3
	(0.7)	(1.0)	(1.6)	(1.5)	(0.9)	(1.6)	(1.6)	(1.4)	(1.6)	(1.6)	(1.7)	(2.3)
For several years or more	21.5	23.6	12.7	14.9	19.6	27.2	37.5	58.4	16.5	19.1	19.8	35.9
	(1.2)	(2.0)	(1.9)	(2.5)	(1.8)	(3.0)	(3.4)	(3.0)	(2.6)	(2.9)	(3.2)	(7.4)
Number of respondents	6721	935	606	466	877	716	674	760	636	411	562	78
Percentage used following hours of a tutor/reader/interpreter in the past year:												
None	84.5	83.8	89.1	89.5	85.4	78.6	69.7	50.2	84.1	83.7	84.2	78.0
	(1.1)	(1.8)	(1.9)	(2.2)	(1.7)	(2.8)	(3.4)	(3.3)	(2.7)	(2.9)	(3.2)	(6.7)
Fewer than 40 hours	2.2	2.3	2.1	2.8	1.5	3.5	3.7	5.1	1.9	2.7	0.7	3.3
	(0.5)	(0.7)	(0.9)	(1.2)	(0.6)	(1.3)	(1.4)	(1.5)	(1.0)	(1.3)	(0.7)	(2.9)
40 to 100 hours	2.0	2.0	1.6	2.1	1.9	2.2	4.7	4.8	2.7	2.9	1.1	0.6
	(0.4)	(0.7)	(0.8)	(1.0)	(0.7)	(1.0)	(1.6)	(1.4)	(1.2)	(1.3)	(0.9)	(1.2)
101 to 240 hours	4.8	5.5	2.5	3.7	4.0	9.3	5.8	6.6	3.9	5.2	4.2	3.4
	(0.7)	(1.1)	(0.9)	(1.4)	(0.9)	(2.0)	(1.7)	(1.7)	(1.4)	(1.7)	(1.8)	(2.9)
241 to 480 hours	3.3	3.8	2.6	0.0	2.5	3.2	3.4	6.7	3.1	2.7	4.5	0.0
	(0.6)	(0.9)	(0.9)	(0.0)	(0.8)	(1.2)	(1.4)	(1.7)	(1.3)	(1.3)	(1.8)	(0.0)
More than 480 hours	3.3	2.5	2.0	1.9	4.6	3.2	12.8	26.6	4.1	2.8	5.4	14.7
	(0.5)	(0.8)	(0.8)	(1.0)	(1.0)	(1.2)	(2.5)	(2.9)	(1.5)	(1.3)	(2.0)	(5.7)
Number of respondents	6064	875	571	415	785	664	589	635	584	373	504	69

Source: Parent interviews

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage used a tutor/reader/ interpreter:											
Never	65.0	61.4	62.8	62.8	63.6	65.5	62.8	60.6	63.3	63.7	61.4
	(2.8)	(2.6)	(2.6)	(1.8)	(2.4)	(2.7)	(2.4)	(2.2)	(1.8)	(3.1)	(3.2)
For just a few days	1.1	0.9	0.6	0.6	1.2	0.4	0.6	1.6	0.6	1.0	1.4
	(0.6)	(0.5)	(0.4)	(0.3)	(0.6)	(0.4)	(0.4)	(0.6)	(0.3)	(0.6)	(0.8)
For a few weeks	1.9	2.9	3.4	2.8	2.2	1.7	3.4	2.8	2.5	2.0	3.8
	(0.8)	(0.9)	(1.0)	(0.6)	(0.7)	(0.7)	(0.9)	(0.7)	(0.6)	(0.9)	(1.3)
For a few months	8.0	6.3	6.1	7.1	6.4	7.1	6.8	6.6	6.9	6.5	6.9
	(1.6)	(1.3)	(1.3)	(0.9)	(1.2)	(1.5)	(1.2)	(1.1)	(1.0)	(1.6)	(1.7)
For about a year	4.8	4.2	5.7	5.3	4.7	6.2	5.0	4.1	5.6	3.9	4.3
	(1.2)	(1.1)	(1.3)	(0.8)	(1.1)	(1.4)	(1.1)	(0.9)	(0.9)	(1.2)	(1.3)
For several years or more	19.2	24.2	21.5	21.3	21.9	19.1	21.5	24.4	21.0	22.9	22.2
	(2.3)	(2.3)	(2.2)	(1.5)	(2.1)	(2.2)	(2.0)	(1.9)	(1.5)	(2.7)	(2.7)
Number of respondents	2182	1834	1066	4066	2655	1822	2236	2663	4236	1250	1235
Percentage used following hours of a tutor/reader/interpreter in the past year:											
None	85.3	83.0	84.6	84.6	84.1	80.8	83.4	89.9	81.3	86.9	96.7
	(2.1)	(2.1)	(2.0)	(1.4)	(2.0)	(2.4)	(1.9)	(1.4)	(1.5)	(2.2)	(1.2)
Fewer than 40 hours	2.2	2.8	1.6	2.0	2.7	3.1	1.9	1.5	2.6	1.7	0.7
	(0.9)	(0.9)	(0.7)	(0.5)	(0.9)	(1.0)	(0.7)	(0.6)	(0.6)	(0.9)	(0.6)
40 to 100 hours	2.4	2.2	1.8	1.7	2.6	2.9	2.1	0.8	2.4	1.8	0.4
	(0.9)	(0.8)	(0.7)	(0.5)	(0.9)	(1.0)	(0.7)	(0.4)	(0.6)	(0.9)	(0.4)
101 to 240 hours	4.3	5.9	4.2	4.9	4.5	5.3	6.2	2.5	5.9	3.2	1.3
	(1.2)	(1.3)	(1.1)	(0.8)	(1.1)	(1.3)	(1.2)	(0.7)	(0.9)	(1.2)	(0.8)
241 to 480 hours	2.3	3.3	4.6	3.6	2.7	3.9	3.4	2.5	4.0	3.1	0.5
	(0.9)	(1.0)	(1.2)	(0.7)	(0.9)	(1.2)	(0.9)	(0.7)	(0.8)	(1.2)	(0.5)
More than 480 hours	3.4	2.8	3.1	3.2	3.4	4.1	2.9	2.8	3.8	3.2	0.5
	(1.1)	(0.9)	(1.0)	(0.7)	(1.0)	(1.2)	(0.9)	(0.8)	(0.8)	(1.2)	(0.5)
Number of respondents	2024	1754	1021	3696	2368	1648	2000	2416	3824	1140	1100

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/interpreter:									
Never	66.5	65.9	53.2	64.2	60.8	82.8	68.5	62.5	53.4
	(2.8)	(2.6)	(2.4)	(3.0)	(1.8)	(4.2)	(2.2)	(2.5)	(2.9)
For just a few days	1.1	0.5	0.6	1.5	0.6	0.2	0.9	0.8	0.8
	(0.6)	(0.4)	(0.4)	(0.8)	(0.3)	(0.5)	(0.5)	(0.4)	(0.5)
For a few weeks	1.8	1.7	4.8	2.5	2.8	0.7	2.0	3.0	3.4
	(0.8)	(0.7)	(1.0)	(1.0)	(0.6)	(0.9)	(0.7)	(0.9)	(1.1)
For a few months	6.5	5.4	9.6	7.2	7.2	3.6	4.7	8.4	8.6
	(1.5)	(1.2)	(1.4)	(1.6)	(0.9)	(2.1)	(1.0)	(1.4)	(1.7)
For about a year	5.1	5.5	5.0	7.3	4.6	2.4	5.5	4.6	5.7
	(1.3)	(1.2)	(1.0)	(1.6)	(0.8)	(1.7)	(1.1)	(1.1)	(1.4)
For several years or more	19.0	21.0	26.8	17.2	23.9	10.3	18.4	20.7	28.1
	(2.3)	(2.2)	(2.1)	(2.3)	(1.5)	(3.4)	(1.9)	(2.1)	(2.7)
Number of respondents	1533	1896	2626	1579	4226	698	2183	2215	2100
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	84.1	85.3	82.0	83.6	84.0	96.5	86.2	85.2	79.9
	(2.4)	(2.0)	(1.9)	(2.5)	(1.4)	(2.2)	(1.8)	(1.9)	(2.4)
Fewer than 40 hours	1.8	1.4	3.7	2.7	2.2	1.0	2.2	1.8	2.8
	(0.9)	(0.7)	(0.9)	(1.1)	(0.5)	(1.2)	(0.8)	(0.7)	(1.0)
40 to 100 hours	2.3	1.0	2.8	1.9	1.9	0.7	1.5	2.0	2.9
	(1.0)	(0.6)	(0.8)	(0.9)	(0.5)	(1.0)	(0.6)	(0.7)	(1.0)
101 to 240 hours	4.1	4.8	6.0	5.3	4.7	0.6	3.6	5.2	6.2
	(1.3)	(1.2)	(1.2)	(1.5)	(0.8)	(1.0)	(1.0)	(1.2)	(1.5)
241 to 480 hours	4.6	3.2	2.8	3.2	3.5	0.7	3.2	3.1	4.0
	(1.4)	(1.0)	(0.8)	(1.2)	(0.7)	(1.0)	(0.9)	(0.9)	(1.2)
More than 480 hours	3.0	4.2	2.7	3.4	3.6	0.5	3.3	2.6	4.2
	(1.1)	(1.1)	(0.8)	(1.2)	(0.7)	(0.8)	(0.9)	(0.8)	(1.2)
Number of respondents	1273	1691	2519	1335	3951	586	1874	2040	1962

Source: Parent interviews

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	59.0	54.5	35.0	29.8	61.0	62.5	208	453	71.0	61.6	114	235
	(7.8)	(11.6)	(9.2)	(12.2)	(11.5)	(15.4)	(41.7)	(57.9)	(18.8)	(21.3)	(42.7)	(103)
Number of respondents	6064	875	571	415	785	664	589	635	584	373	504	69
Percentage whose tutor/reader/ interpreter in the past year was:*												
Staff from secondary school	74.7	82.6	66.1	72.4	62.6	66.8	78.9	43.4	81.1	75.3	32.7	13.5
	(2.5)	(4.2)	(7.4)	(8.9)	(5.2)	(6.1)	(4.3)	(4.0)	(6.3)	(6.7)	(7.9)	(9.2)
Staff from a special school	10.2	1.6	20.5	1.1	21.1	26.2	12.9	44.4	16.1	10.9	44.0	75.6
	(1.8)	(1.5)	(7.1)	(2.1)	(4.6)	(6.0)	(3.9)	(3.9)	(6.6)	(5.4)	(8.5)	(11.6)
From a postsecondary school	0.2	0.1	0.5	0.5	0.0	1.6	2.3	5.1	0.2	0.4	0.1	0.0
	(0.1)	(0.1)	(0.4)	(0.5)	(0.0)	(0.8)	(1.1)	(1.3)	(0.3)	(0.5)	(0.3)	(0.0)
A family member/friend	25.9	21.0	20.7	31.9	38.9	29.3	24.4	27.6	18.9	24.9	42.6	30.6
	(2.7)	(4.9)	(7.2)	(9.4)	(5.5)	(6.5)	(5.2)	(3.7)	(7.1)	(7.5)	(8.6)	(12.7)
Another student	2.3	1.1	2.8	8.6	3.9	9.1	4.9	1.4	3.1	3.5	5.5	0.0
	(0.9)	(1.3)	(2.9)	(5.7)	(2.2)	(4.1)	(2.6)	(1.0)	(3.1)	(3.2)	(3.9)	(0.0)
A private tutor/aide	3.2	4.8	1.2	5.4	0.3	0.5	1.9	0.7	1.3	5.2	0.6	0.0
	(1.1)	(2.6)	(1.9)	(4.7)	(0.6)	(1.0)	(1.6)	(0.7)	(2.0)	(3.9)	(1.4)	(0.0)
From Vocational Rehabilitation	0.2	0.0	0.0	0.0	0.6	0.0	0.0	2.2	0.0	0.0	0.0	0.0
	(0.3)	(0.0)	(0.0)	(0.0)	(0.9)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(0.0)	(0.0)
From another source	1.2	1.1	0.9	0.6	1.1	2.9	3.1	9.5	1.7	1.5	3.3	6.5
	(0.3)	(0.5)	(0.5)	(0.5)	(0.5)	(1.1)	(1.2)	(1.7)	(0.9)	(0.9)	(1.4)	(3.6)
Number of respondents	1470	142	62	51	137	160	223	386	91	75	119	24

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews

Table 32B: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	50.1	67.6	51.7	61.1	54.2	76.1	55.4	44.3	70.1	55.0	11.3
	(12.4)	(17.5)	(9.5)	(10.0)	(11.8)	(18.5)	(10.4)	(10.9)	(11.0)	(14.9)	(8.5)
Number of respondents	2024	1754	1021	3696	2368	1648	2000	2416	3824	1140	1100
Percentage whose tutor/reader/ interpreter in the past year was:*											
Staff from secondary school	77.7	71.1	82.4	76.5	71.2	72.3	86.5	55.4	76.0	79.4	12.7
	(4.5)	(4.7)	(4.7)	(3.1)	(4.2)	(4.7)	(3.0)	(4.7)	(2.9)	(4.9)	(6.3)
Staff from a special school	11.3	6.8	4.5	8.8	13.0	6.3	9.2	22.5	9.8	12.0	12.2
	(3.8)	(2.8)	(2.7)	(2.1)	(3.3)	(2.7)	(2.6)	(4.0)	(2.1)	(4.2)	(6.2)
From a postsecondary school	0.2	0.2	0.1	0.2	0.2	0.1	0.0	0.5	0.1	0.1	0.7
	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.3)	(0.1)	(0.2)	(0.5)
A family member/friend	23.6	21.8	30.8	23.8	30.2	26.4	22.4	31.8	26.2	20.2	42.6
	(5.2)	(4.7)	(6.1)	(3.3)	(4.6)	(5.0)	(4.1)	(4.7)	(3.2)	(5.4)	(9.4)
Another student	0.7	2.7	2.7	2.2	2.6	0.9	1.3	7.2	1.4	3.2	21.1
	(1.0)	(1.8)	(2.2)	(1.1)	(1.6)	(1.1)	(1.1)	(2.6)	(0.9)	(2.4)	(7.8)
A private tutor/aide	0.2	7.0	1.0	3.0	3.7	5.0	2.4	1.0	3.5	1.6	3.2
	(0.6)	(2.9)	(1.3)	(1.3)	(1.9)	(2.5)	(1.5)	(1.0)	(1.4)	(1.7)	(3.4)
From Vocational Rehabilitation	0.0	0.0	0.0	0.3	0.0	0.0	0.0	1.0	0.0	0.9	1.7
	(0.0)	(0.0)	(0.0)	(0.4)	(0.2)	(0.0)	(0.0)	(1.0)	(0.0)	(1.3)	(2.5)
From another source	1.3	1.4	0.8	1.0	1.7	1.4	0.9	1.5	1.3	1.3	1.0
	(0.6)	(0.6)	(0.5)	(0.4)	(0.6)	(0.7)	(0.4)	(0.5)	(0.4)	(0.7)	(0.6)
Number of respondents	476	403	170	837	633	431	532	507	1061	268	141

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	71.6	61.7	50.4	57.8	64.5	9.7	50.4	58.6	75.6
	(21.3)	(14.3)	(9.7)	(15.0)	(10.4)	(10.7)	(10.8)	(15.6)	(16.5)
Number of respondents	1273	1691	2519	1335	3951	586	1874	2040	1962
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	79.6	80.0	64.1	75.4	73.1	59.6	78.1	80.4	59.6
	(4.9)	(4.5)	(4.4)	(5.5)	(3.1)	(11.8)	(4.4)	(4.1)	(5.3)
Staff from a special school	7.9	12.4	8.3	12.8	9.5	12.2	8.0	9.2	11.5
	(3.4)	(3.8)	(2.6)	(4.4)	(2.1)	(8.6)	(3.0)	(3.1)	(3.5)
From a postsecondary school	0.2	0.1	0.4	0.0	0.3	0.0	0.3	0.2	0.2
	(0.2)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)
A family member/friend	26.1	23.8	27.2	22.1	26.6	48.7	25.9	20.4	31.3
	(5.8)	(5.1)	(4.2)	(5.6)	(3.3)	(13.9)	(5.1)	(4.4)	(5.2)
Another student	1.9	1.4	3.2	2.2	2.5	2.4	2.8	0.7	3.8
	(1.8)	(1.4)	(1.7)	(2.0)	(1.2)	(4.3)	(1.9)	(0.9)	(2.2)
A private tutor/aide	0.1	1.1	6.9	3.8	3.4	0.0	1.1	0.0	9.3
	(0.4)	(1.3)	(2.4)	(2.6)	(1.4)	(0.0)	(1.2)	(0.2)	(3.3)
From Vocational Rehabilitation	0.5	0.1	0.0	0.1	0.3	0.0	0.5	0.0	0.0
	(0.9)	(0.4)	(0.2)	(0.3)	(0.4)	(0.0)	(0.8)	(0.2)	(0.2)
From another source	0.7	0.6	2.4	0.4	1.5	0.1	0.3	1.7	1.9
	(0.5)	(0.4)	(0.7)	(0.4)	(0.4)	(0.3)	(0.3)	(0.7)	(0.8)
Number of respondents	314	390	661	328	969	110	380	486	581

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received speech/ language therapy:												
Never	57.3	64.6	73.8	26.0	40.9	73.0	18.6	9.5	50.2	68.1	20.7	27.6
	(1.5)	(2.3)	(2.5)	(3.0)	(2.2)	(3.0)	(2.7)	(1.8)	(3.4)	(3.4)	(3.2)	(7.0)
For just a few days	0.7	0.6	0.4	0.7	0.8	0.2	0.6	0.4	0.9	0.6	0.5	3.0
	(0.2)	(0.4)	(0.4)	(0.6)	(0.4)	(0.3)	(0.5)	(0.4)	(0.7)	(0.6)	(0.6)	(2.7)
For a few weeks	1.8	1.9	1.4	2.1	2.0	1.4	0.9	1.2	1.0	0.3	1.0	0.9
	(0.4)	(0.7)	(0.7)	(1.0)	(0.6)	(0.8)	(0.7)	(0.7)	(0.7)	(0.4)	(0.8)	(1.4)
For a few months	4.6	4.7	3.2	8.5	4.8	2.9	4.0	1.9	4.3	3.3	5.1	5.6
	(0.6)	(1.0)	(1.0)	(1.9)	(1.0)	(1.1)	(1.4)	(0.8)	(1.4)	(1.3)	(1.8)	(3.6)
For about a year	7.6	8.2	5.8	12.2	7.3	5.5	3.7	3.7	7.1	4.7	4.7	3.7
	(0.8)	(1.3)	(1.3)	(2.3)	(1.2)	(1.5)	(1.3)	(1.1)	(1.8)	(1.6)	(1.7)	(2.9)
For several years or more	28.0	20.0	15.4	50.5	44.2	17.0	72.2	83.2	36.5	23.0	68.1	59.3
	(1.3)	(1.9)	(2.1)	(3.4)	(2.3)	(2.5)	(3.1)	(2.3)	(3.3)	(3.1)	(3.7)	(7.7)
Number of respondents	6765	939	611	466	878	727	662	770	646	416	574	76
Percentage received following hours of speech/language therapy in the past year:												
None	87.0	92.7	94.8	73.6	74.5	92.3	59.4	49.7	83.6	87.0	47.4	74.9
	(1.0)	(1.3)	(1.3)	(3.3)	(2.1)	(1.8)	(3.8)	(3.4)	(2.7)	(2.7)	(4.3)	(6.9)
Fewer than 40 hours	3.5	1.3	2.0	10.9	8.0	1.9	11.3	9.8	6.3	4.2	14.8	2.1
	(0.6)	(0.5)	(0.8)	(2.3)	(1.3)	(0.9)	(2.5)	(2.0)	(1.8)	(1.6)	(3.1)	(2.3)
40 to 100 hours	4.1	2.8	1.6	4.5	7.6	2.2	12.6	9.6	4.8	2.9	14.2	4.9
	(0.6)	(0.8)	(0.7)	(1.5)	(1.3)	(1.0)	(2.6)	(2.0)	(1.6)	(1.3)	(3.0)	(3.4)
101 to 240 hours	4.2	2.5	1.5	9.0	7.3	3.4	13.1	21.7	4.4	4.0	18.5	8.3
	(0.6)	(0.8)	(0.7)	(2.1)	(1.3)	(1.3)	(2.6)	(2.8)	(1.5)	(1.5)	(3.4)	(4.4)
More than 240 hours	1.3	0.7	0.1	2.1	2.6	0.3	3.7	9.2	0.8	2.0	5.1	9.9
	(0.3)	(0.4)	(0.2)	(1.1)	(0.8)	(0.3)	(1.5)	(2.0)	(0.7)	(1.1)	(1.9)	(4.7)
Number of respondents	6012	887	571	404	771	687	561	624	578	367	490	72

Source: Parent interviews

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received speech/ language therapy:											
Never	58.9	52.6	59.9	59.1	53.5	57.9	59.0	54.3	55.6	59.1	62.8
	(2.9)	(2.7)	(2.6)	(1.8)	(2.5)	(2.8)	(2.4)	(2.2)	(1.9)	(3.1)	(3.2)
For just a few days	0.5	0.8	0.7	0.6	0.9	0.3	0.6	1.1	0.5	1.1	0.7
	(0.4)	(0.5)	(0.4)	(0.3)	(0.5)	(0.3)	(0.4)	(0.5)	(0.3)	(0.7)	(0.5)
For a few weeks	2.2	1.8	1.9	1.9	1.6	0.7	2.2	2.6	1.4	2.2	3.2
	(0.9)	(0.7)	(0.7)	(0.5)	(0.6)	(0.5)	(0.7)	(0.7)	(0.4)	(0.9)	(1.2)
For a few months	4.2	4.8	4.6	4.2	5.7	6.4	3.6	4.0	4.9	4.6	3.7
	(1.2)	(1.2)	(1.1)	(0.7)	(1.2)	(1.4)	(0.9)	(0.9)	(0.8)	(1.3)	(1.2)
For about a year	8.6	8.2	6.5	8.3	6.1	9.1	7.5	6.1	8.5	5.5	6.2
	(1.6)	(1.5)	(1.3)	(1.0)	(1.2)	(1.6)	(1.3)	(1.1)	(1.1)	(1.5)	(1.6)
For several years or more	25.6	31.8	26.4	25.9	32.3	25.6	27.0	31.9	29.1	27.5	23.4
	(2.5)	(2.5)	(2.4)	(1.6)	(2.4)	(2.5)	(2.2)	(2.1)	(1.7)	(2.8)	(2.8)
Number of respondents	2187	1832	1077	4105	2660	1831	2242	2692	4265	1260	1240
Percentage received following hours of speech/language therapy in the past year:											
None	87.9	86.0	87.4	88.1	84.5	85.0	86.9	89.4	83.9	89.1	98.7
	(2.0)	(1.9)	(1.8)	(1.2)	(1.9)	(2.2)	(1.7)	(1.4)	(1.5)	(2.1)	(0.8)
Fewer than 40 hours	3.0	4.3	3.4	3.3	3.9	4.3	2.8	3.6	4.1	3.7	0.4
	(1.0)	(1.1)	(1.0)	(0.7)	(1.0)	(1.2)	(0.8)	(0.9)	(0.8)	(1.3)	(0.4)
40 to 100 hours	3.5	3.2	5.6	3.7	4.9	5.2	4.4	2.4	5.3	2.4	0.2
	(1.1)	(1.0)	(1.3)	(0.7)	(1.2)	(1.3)	(1.1)	(0.7)	(0.9)	(1.0)	(0.3)
101 to 240 hours	5.0	4.2	2.8	3.5	5.5	4.4	4.5	3.4	5.0	3.9	0.6
	(1.3)	(1.1)	(0.9)	(0.7)	(1.2)	(1.2)	(1.1)	(0.9)	(0.9)	(1.3)	(0.5)
More than 240 hours	0.7	2.2	0.8	1.3	1.2	1.1	1.4	1.2	1.6	0.9	0.1
	(0.5)	(0.8)	(0.5)	(0.4)	(0.6)	(0.6)	(0.6)	(0.5)	(0.5)	(0.6)	(0.2)
Number of respondents	1988	1735	1017	3669	2343	1625	1987	2400	3768	1134	1110

Source: Parent interviews

Table 33C: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/ language therapy:									
Never	56.9	57.1	55.3	63.8	54.2	63.4	62.1	55.6	50.4
	(2.9)	(2.7)	(2.4)	(3.0)	(1.8)	(5.4)	(2.3)	(2.5)	(3.0)
For just a few days	0.4	0.8	0.8	0.5	0.5	1.6	0.8	0.2	1.2
	(0.4)	(0.5)	(0.4)	(0.4)	(0.2)	(1.4)	(0.4)	(0.2)	(0.6)
For a few weeks	2.5	1.3	1.9	1.9	1.8	2.2	1.5	2.9	1.0
	(0.9)	(0.6)	(0.7)	(0.8)	(0.5)	(1.6)	(0.6)	(0.8)	(0.6)
For a few months	5.6	4.6	4.0	4.0	4.8	5.2	4.0	3.9	7.0
	(1.4)	(1.1)	(0.9)	(1.2)	(0.8)	(2.5)	(0.9)	(1.0)	(1.5)
For about a year	8.5	7.2	7.6	6.4	8.0	8.3	6.5	9.1	8.2
	(1.7)	(1.4)	(1.3)	(1.5)	(1.0)	(3.1)	(1.2)	(1.5)	(1.6)
For several years or more	26.1	28.9	30.3	23.4	30.7	19.3	25.2	28.2	32.3
	(2.6)	(2.5)	(2.2)	(2.6)	(1.7)	(4.4)	(2.1)	(2.3)	(2.8)
Number of respondents	1531	1900	2632	1599	4262	688	2190	2227	2108
Percentage received following hours of speech/language therapy in the past year:									
None	86.7	86.1	86.9	86.2	87.3	89.9	90.4	86.2	82.8
	(2.2)	(2.0)	(1.6)	(2.3)	(1.2)	(3.6)	(1.5)	(1.8)	(2.3)
Fewer than 40 hours	2.5	3.3	4.3	3.1	3.5	3.7	1.8	4.4	4.6
	(1.0)	(1.0)	(1.0)	(1.2)	(0.7)	(2.3)	(0.7)	(1.1)	(1.3)
40 to 100 hours	4.9	4.4	3.7	4.0	4.1	2.7	3.4	3.3	6.4
	(1.4)	(1.2)	(0.9)	(1.3)	(0.7)	(2.0)	(0.9)	(0.9)	(1.5)
101 to 240 hours	5.1	4.6	3.9	5.8	3.6	3.1	3.7	4.9	4.2
	(1.4)	(1.2)	(0.9)	(1.6)	(0.7)	(2.1)	(1.0)	(1.1)	(1.2)
More than 240 hours	0.9	1.5	1.3	0.8	1.5	0.6	0.6	1.2	1.9
	(0.6)	(0.7)	(0.5)	(0.6)	(0.5)	(0.9)	(0.4)	(0.6)	(0.8)
Number of respondents	1234	1675	2506	1311	3946	563	1837	2008	1961

Source: Parent interviews.

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Average hours of speech/language therapy provided recipients in the past year	17.2	10.1	4.6	28.7	33.7	8.6	52.4	94.8	16.8	22.1	68.4	84.0
	(2.2)	(2.5)	(1.5)	(5.4)	(5.2)	(2.7)	(9.5)	(13.0)	(5.2)	(7.9)	(10.2)	(37.1)
Number of respondents	6012	887	571	404	771	687	561	624	578	367	490	72
Percentage received speech/language therapy in the past year from:*												
Secondary school	81.2	95.1	79.7	96.6	70.6	56.1	86.6	49.4	71.5	75.0	67.5	19.6
	(2.0)	(3.4)	(8.7)	(1.8)	(3.4)	(11.2)	(3.2)	(3.8)	(6.1)	(6.9)	(5.0)	(12.0)
Special school	33.9	9.9	46.6	9.4	49.9	60.7	18.6	61.1	35.0	37.0	47.6	90.0
	(2.5)	(5.5)	(11.5)	(3.7)	(4.0)	(10.7)	(4.1)	(3.6)	(6.8)	(8.3)	(5.2)	(8.1)
Postsecondary school	0.5	0.9	0.0	1.1	0.0	0.8	1.0	2.0	0.0	0.0	0.1	0.0
	(0.4)	(1.9)	(0.0)	(1.4)	(0.0)	(2.2)	(1.1)	(1.1)	(0.0)	(0.0)	(0.3)	(0.0)
Family member/friend	3.1	1.3	0.1	1.2	3.9	2.6	3.4	9.1	4.4	6.0	6.7	0.0
	(1.0)	(2.2)	(0.8)	(1.4)	(1.6)	(3.8)	(2.0)	(2.3)	(3.0)	(4.1)	(2.9)	(0.0)
Private therapist	1.9	1.8	0.0	0.8	1.6	0.9	5.3	1.4	7.7	6.3	3.4	0.0
	(0.8)	(2.6)	(0.0)	(1.1)	(1.1)	(2.3)	(2.4)	(0.9)	(3.9)	(4.3)	(2.1)	(0.0)
Vocational Rehabilitation	1.0	1.8	1.1	1.4	0.7	0.0	0.1	0.4	0.0	0.0	0.3	0.0
	(0.6)	(2.6)	(2.7)	(1.5)	(0.7)	(0.0)	(0.3)	(0.5)	(0.0)	(0.0)	(0.7)	(0.0)
Hospital/institution	2.7	0.0	11.6	0.6	3.4	2.0	0.6	0.5	5.2	3.5	7.7	7.5
	(0.9)	(0.0)	(7.5)	(1.0)	(1.5)	(3.3)	(0.8)	(0.6)	(3.2)	(3.2)	(2.9)	(7.1)
Other agency	3.4	1.8	4.0	4.8	3.9	2.5	3.4	2.6	4.4	6.6	5.2	0.0
	(1.0)	(2.6)	(4.6)	(2.8)	(1.6)	(3.6)	(1.9)	(1.2)	(3.0)	(4.3)	(2.4)	(0.0)
Number of respondents	1752	55	30	129	254	58	279	442	135	74	277	19

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews.

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average hours of speech/language therapy provided recipients in the past year	14.1	21.7	14.0	15.9	19.9	18.4	18.2	14.4	21.5	13.1	1.8
	(3.5)	(4.7)	(3.5)	(2.7)	(4.0)	(4.3)	(3.7)	(3.4)	(3.2)	(4.1)	(1.9)
Number of respondents	1988	1735	1017	3669	2343	1625	1987	2400	3768	1134	1110
Percentage received speech/ language therapy in the past year from:*											
Secondary school	85.3	83.9	87.2	81.6	80.7	86.9	86.4	63.4	83.1	77.5	30.6
	(3.6)	(3.3)	(3.5)	(2.5)	(3.3)	(3.0)	(2.8)	(4.1)	(2.2)	(4.5)	(11.3)
Special school	30.5	29.7	23.1	33.1	35.2	24.9	29.8	52.0	33.2	39.8	22.8
	(5.1)	(4.5)	(5.1)	(3.2)	(4.2)	(4.2)	(4.0)	(4.4)	(2.9)	(5.7)	(10.2)
Postsecondary school	0.3	1.1	0.0	0.2	0.8	0.0	0.1	1.7	0.1	2.3	4.4
	(0.6)	(1.1)	(0.0)	(0.3)	(0.9)	(0.0)	(0.3)	(1.2)	(0.1)	(1.9)	(5.1)
Family member/friend	2.0	4.0	3.8	2.8	3.7	1.8	3.0	5.4	3.0	4.4	1.8
	(1.6)	(2.0)	(2.3)	(1.2)	(1.8)	(1.3)	(1.6)	(2.1)	(1.1)	(2.6)	(3.2)
Private therapist	1.7	3.3	0.7	1.9	2.0	1.7	0.8	4.0	1.3	5.0	6.6
	(1.5)	(1.9)	(1.0)	(1.0)	(1.3)	(1.3)	(0.8)	(1.8)	(0.7)	(2.8)	(6.1)
Vocational Rehabilitation	0.2	0.8	1.9	1.6	0.1	0.0	0.3	3.7	0.1	5.4	6.7
	(0.5)	(0.9)	(1.7)	(0.9)	(0.4)	(0.0)	(0.5)	(1.8)	(0.2)	(2.9)	(6.1)
Hospital/institution	2.0	1.9	1.8	2.4	3.1	1.5	2.2	5.0	0.2	4.5	33.6
	(1.6)	(1.4)	(1.6)	(1.1)	(1.6)	(1.2)	(1.3)	(2.0)	(0.3)	(2.6)	(8.8)
Other agency	4.0	4.8	1.7	2.9	4.1	3.5	1.3	6.0	2.4	6.0	10.9
	(2.2)	(2.2)	(1.6)	(1.2)	(1.8)	(1.8)	(1.0)	(2.1)	(1.0)	(2.9)	(5.8)
Number of respondents	542	486	201	991	761	565	599	588	1372	295	85

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33C: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	16.3	20.5	16.4	17.3	17.6	11.2	12.9	17.1	22.8
	(4.1)	(4.8)	(3.5)	(4.5)	(2.9)	(7.4)	(3.3)	(3.7)	(5.2)
Number of respondents	1234	1675	2506	1311	3946	563	1837	2008	1961
Percentage received speech/language therapy in the past year from:*									
Secondary school	85.6	83.0	71.1	82.2	76.9	87.3	87.6	76.9	73.6
	(3.8)	(3.8)	(3.9)	(4.3)	(2.8)	(7.0)	(3.1)	(3.9)	(4.5)
Special school	26.3	26.5	40.0	32.1	33.3	40.7	28.2	31.9	35.6
	(5.0)	(4.6)	(4.4)	(5.4)	(3.2)	(11.3)	(4.4)	(4.5)	(5.1)
Postsecondary school	0.1	0.0	1.4	0.1	0.7	0.0	0.1	0.9	0.3
	(0.4)	(0.2)	(1.1)	(0.3)	(0.6)	(0.0)	(0.4)	(0.9)	(0.6)
Family member/friend	1.9	3.7	3.8	2.3	3.0	0.4	1.6	2.4	5.3
	(1.6)	(2.1)	(1.7)	(1.8)	(1.2)	(1.6)	(1.3)	(1.5)	(2.5)
Private therapist	0.3	2.6	2.7	0.5	2.6	0.4	0.5	1.5	3.9
	(0.6)	(1.7)	(1.5)	(0.9)	(1.1)	(1.6)	(0.7)	(1.2)	(2.1)
Vocational Rehabilitation	0.5	2.3	0.5	0.8	1.3	0.0	0.5	1.5	1.1
	(0.8)	(1.6)	(0.7)	(1.1)	(0.8)	(0.0)	(0.7)	(1.2)	(1.1)
Hospital/institution	0.3	0.1	0.0	3.2	2.7	0.3	0.4	0.1	0.0
	(0.7)	(0.4)	(0.2)	(2.1)	(1.1)	(1.4)	(0.6)	(0.3)	(0.0)
Other agency	1.6	0.7	6.8	2.1	3.5	0.8	1.3	4.0	2.8
	(1.5)	(0.9)	(2.3)	(1.7)	(1.3)	(2.1)	(1.2)	(1.9)	(1.8)
Number of respondents	384	478	715	417	1106	152	489	576	615

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received help with physical needs:												
Never	91.5	97.8	97.3	97.0	82.1	57.1	92.0	86.7	24.7	68.1	43.1	37.5
	(0.8)	(0.7)	(0.9)	(1.2)	(1.7)	(3.3)	(1.9)	(2.1)	(3.0)	(3.5)	(3.9)	(7.7)
For just a few days	0.2	0.0	0.0	0.0	0.4	2.2	0.3	0.0	1.7	1.2	1.0	1.6
	(0.1)	(0.0)	(0.0)	(0.0)	(0.3)	(1.0)	(0.4)	(0.0)	(0.9)	(0.8)	(0.8)	(2.0)
For a few weeks	0.3	0.1	0.2	0.0	0.7	1.9	0.7	1.0	1.4	1.0	1.7	0.8
	(0.2)	(0.2)	(0.2)	(0.0)	(0.4)	(0.9)	(0.6)	(0.6)	(0.8)	(0.7)	(1.0)	(1.4)
For a few months	0.8	0.4	0.1	0.5	1.4	3.7	1.4	0.9	7.5	6.2	1.9	3.6
	(0.3)	(0.3)	(0.2)	(0.5)	(0.5)	(1.3)	(0.8)	(0.6)	(1.8)	(1.8)	(1.1)	(2.9)
For about a year	0.8	0.4	0.3	0.2	1.4	4.8	0.9	0.8	5.5	6.3	2.5	1.4
	(0.3)	(0.3)	(0.3)	(0.3)	(0.5)	(1.4)	(0.6)	(0.5)	(1.6)	(1.8)	(1.2)	(1.8)
For several years or more	6.3	1.3	2.1	2.3	14.0	30.3	4.7	10.6	59.2	17.1	49.8	55.3
	(0.7)	(0.5)	(0.8)	(1.0)	(1.6)	(3.1)	(1.5)	(1.9)	(3.4)	(2.8)	(4.0)	(7.9)
Number of respondents	6755	939	610	467	877	724	672	770	641	407	575	73
Percentage received following hours of help with physical needs in the past year:												
None	96.5	99.6	99.3	99.4	91.5	78.9	97.2	95.1	63.9	84.2	67.1	65.4
	(0.6)	(0.3)	(0.5)	(0.6)	(1.3)	(2.8)	(1.2)	(1.4)	(3.6)	(2.9)	(4.1)	(7.9)
Fewer than 40 hours	0.7	0.1	0.3	0.0	1.5	4.3	0.2	0.7	8.0	5.6	5.0	2.7
	(0.3)	(0.1)	(0.3)	(0.1)	(0.6)	(1.4)	(0.3)	(0.5)	(2.0)	(1.8)	(1.9)	(2.7)
40 to 100 hours	0.9	0.2	0.4	0.1	2.0	6.5	0.2	0.6	10.9	2.5	4.0	4.3
	(0.3)	(0.2)	(0.4)	(0.2)	(0.7)	(1.7)	(0.4)	(0.5)	(2.3)	(1.2)	(1.7)	(3.4)
101 to 240 hours	1.0	0.1	0.0	0.1	2.5	5.5	0.8	2.3	6.6	5.9	9.4	8.4
	(0.3)	(0.1)	(0.0)	(0.3)	(0.7)	(1.6)	(0.7)	(0.9)	(1.9)	(1.9)	(2.5)	(4.6)
241 to 480 hours	0.5	0.0	0.0	0.0	1.4	2.1	0.9	0.2	4.5	1.2	5.6	2.4
	(0.2)	(0.0)	(0.0)	(0.0)	(0.6)	(1.0)	(0.7)	(0.3)	(1.6)	(0.9)	(2.0)	(2.5)
More than 480 hours	0.5	0.0	0.0	0.4	1.1	2.7	0.6	1.1	6.1	0.5	8.9	16.8
	(0.2)	(0.0)	(0.0)	(0.5)	(0.5)	(1.1)	(0.6)	(0.7)	(1.8)	(0.6)	(2.5)	(6.2)
Number of respondents	6216	891	570	422	804	669	623	733	562	372	504	66

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received help with physical needs:											
Never	90.5	92.3	93.2	93.3	87.6	93.4	93.1	87.4	91.6	89.8	93.2
	(1.7)	(1.4)	(1.4)	(0.9)	(1.7)	(1.4)	(1.2)	(1.5)	(1.0)	(1.9)	(1.7)
For just a few days	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.3	0.2	0.1	0.2
	(0.2)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.3)
For a few weeks	0.5	0.2	0.3	0.2	0.6	0.6	0.2	0.2	0.4	0.2	0.1
	(0.4)	(0.2)	(0.3)	(0.2)	(0.4)	(0.4)	(0.2)	(0.2)	(0.2)	(0.3)	(0.2)
For a few months	1.3	0.6	0.8	0.7	1.0	0.5	1.1	0.8	0.8	1.1	0.6
	(0.7)	(0.4)	(0.5)	(0.3)	(0.5)	(0.4)	(0.5)	(0.4)	(0.3)	(0.7)	(0.5)
For about a year	1.0	1.0	0.5	0.7	1.1	0.3	0.6	1.8	0.5	1.4	1.6
	(0.6)	(0.5)	(0.4)	(0.3)	(0.5)	(0.3)	(0.4)	(0.6)	(0.3)	(0.7)	(0.8)
For several years or more	6.5	5.8	5.1	4.8	9.6	5.2	4.9	9.5	6.5	7.4	4.3
	(1.4)	(1.3)	(1.2)	(0.8)	(1.5)	(1.3)	(1.1)	(1.3)	(0.9)	(1.7)	(1.3)
Number of respondents	2193	1828	1078	4111	2644	1825	2241	2689	4249	1260	1241
Percentage received following hours of help with physical needs in the past year:											
None	97.0	96.0	97.1	97.0	95.2	96.9	97.0	95.5	96.1	96.2	98.6
	(1.0)	(1.1)	(0.9)	(0.6)	(1.1)	(1.0)	(0.9)	(1.0)	(0.8)	(1.3)	(0.8)
Fewer than 40 hours	0.6	0.9	0.6	0.5	1.1	0.6	0.6	0.9	0.7	0.8	0.5
	(0.5)	(0.5)	(0.4)	(0.3)	(0.6)	(0.5)	(0.4)	(0.4)	(0.3)	(0.6)	(0.5)
40 to 100 hours	0.8	0.7	0.9	0.6	1.5	0.9	0.4	1.4	0.9	1.2	0.2
	(0.5)	(0.5)	(0.5)	(0.3)	(0.7)	(0.6)	(0.3)	(0.5)	(0.4)	(0.7)	(0.3)
101 to 240 hours	0.8	1.1	0.7	1.0	0.8	0.9	1.2	0.8	1.3	0.3	0.2
	(0.5)	(0.6)	(0.4)	(0.4)	(0.5)	(0.6)	(0.6)	(0.4)	(0.4)	(0.4)	(0.3)
241 to 480 hours	0.5	0.5	0.5	0.3	0.9	0.4	0.3	0.8	0.5	0.9	0.1
	(0.4)	(0.4)	(0.4)	(0.2)	(0.5)	(0.4)	(0.3)	(0.4)	(0.3)	(0.6)	(0.2)
More than 480 hours	0.4	0.7	0.3	0.6	0.4	0.4	0.5	0.6	0.5	0.7	0.4
	(0.4)	(0.5)	(0.3)	(0.3)	(0.3)	(0.4)	(0.4)	(0.4)	(0.3)	(0.6)	(0.4)
Number of respondents	2062	1767	1036	3803	2413	1659	2072	2485	3907	1178	1126

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never	91.1	93.1	90.3	93.5	90.8	91.7	93.6	92.0	87.0
	(1.7)	(1.4)	(1.4)	(1.5)	(1.0)	(3.1)	(1.2)	(1.4)	(2.0)
For just a few days	0.1	0.2	0.1	0.1	0.1	0.3	0.1	0.2	0.3
	(0.2)	(0.3)	(0.2)	(0.2)	(0.1)	(0.6)	(0.1)	(0.2)	(0.3)
For a few weeks	0.2	0.2	0.6	0.0	0.3	1.3	0.3	0.5	0.2
	(0.2)	(0.3)	(0.4)	(0.1)	(0.2)	(1.2)	(0.3)	(0.3)	(0.3)
For a few months	0.7	0.7	1.1	0.5	0.8	2.2	0.9	0.6	1.1
	(0.5)	(0.4)	(0.5)	(0.4)	(0.3)	(1.7)	(0.5)	(0.4)	(0.6)
For about a year	0.9	0.7	1.1	0.5	1.0	0.6	0.7	0.8	1.2
	(0.5)	(0.4)	(0.5)	(0.4)	(0.4)	(0.8)	(0.4)	(0.5)	(0.6)
For several years or more	7.1	5.1	6.8	5.4	7.0	4.0	4.5	5.9	10.1
	(1.5)	(1.2)	(1.2)	(1.4)	(0.9)	(2.2)	(1.0)	(1.2)	(1.8)
Number of respondents	1543	1894	2612	1592	4242	695	2201	2216	2092
Percentage received following hours of help with physical needs in the past year:									
None	97.6	96.5	95.5	97.3	96.0	97.8	97.7	97.0	93.7
	(1.0)	(1.0)	(1.0)	(1.1)	(0.7)	(1.7)	(0.8)	(0.9)	(1.5)
Fewer than 40 hours	0.4	0.6	1.1	0.2	0.9	0.2	0.4	0.6	1.4
	(0.4)	(0.4)	(0.5)	(0.3)	(0.3)	(0.6)	(0.3)	(0.4)	(0.7)
40 to 100 hours	0.5	1.0	1.1	0.6	1.0	0.8	0.6	0.7	1.6
	(0.4)	(0.5)	(0.5)	(0.5)	(0.4)	(1.1)	(0.4)	(0.4)	(0.8)
101 to 240 hours	0.6	1.0	1.3	1.0	1.0	0.2	0.6	0.6	2.1
	(0.5)	(0.6)	(0.5)	(0.7)	(0.4)	(0.5)	(0.4)	(0.4)	(0.9)
241 to 480 hours	0.4	0.5	0.5	0.7	0.4	0.2	0.3	0.7	0.4
	(0.4)	(0.4)	(0.4)	(0.6)	(0.2)	(0.5)	(0.3)	(0.4)	(0.4)
More than 480 hours	0.5	0.5	0.5	0.2	0.6	0.7	0.4	0.4	0.8
	(0.4)	(0.4)	(0.4)	(0.3)	(0.3)	(1.0)	(0.3)	(0.3)	(0.5)
Number of respondents	1309	1732	2541	1378	4025	598	1933	2074	1994

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average hours of help with physical needs provided recipients in the past year	13.7	0.3	0.3	18.7	31.6	54.6	17.1	24.0	127	23.7	222	348
	(5.1)	(0.3)	(0.3)	(20.9)	(11.5)	(18.1)	(11.6)	(13.3)	(32.1)	(7.9)	(61.6)	(156)
Number of respondents	6216	891	570	422	804	669	623	733	562	372	504	66
Percentage received help with physical needs in the past year from:**												
Secondary school	33.6	---	---	---	29.2	26.2	66.2	13.1	48.6	30.0	29.8	2.6
	(3.7)				(6.4)	(5.9)	(19.5)	(8.6)	(5.5)	(8.6)	(5.7)	(3.8)
Special school	40.4	---	---	---	50.5	44.4	7.5	67.2	16.3	18.1	48.2	78.0
	(3.8)				(7.0)	(6.6)	(10.9)	(12.0)	(4.1)	(7.2)	(6.2)	(9.9)
Postsecondary school	0.4	---	---	---	0.0	0.5	0.0	1.6	1.5	2.1	0.1	0.0
	(0.5)				(0.0)	(1.0)	(0.0)	(3.3)	(1.3)	(2.7)	(0.4)	(0.0)
Family member/friend	23.8	---	---	---	24.5	14.0	32.9	13.6	29.0	20.9	31.8	13.7
	(3.3)				(6.0)	(4.6)	(19.4)	(8.7)	(5.0)	(7.6)	(5.8)	(8.2)
Private therapist	15.6	---	---	---	9.5	3.8	17.4	18.0	24.2	47.0	11.7	11.3
	(2.8)				(4.1)	(2.5)	(15.7)	(9.8)	(4.7)	(9.4)	(4.0)	(7.6)
Vocational Rehabilitation	1.9	---	---	---	0.0	2.9	0.0	1.2	0.6	0.0	1.7	0.0
	(1.1)				(0.0)	(2.2)	(0.0)	(2.8)	(0.8)	(0.0)	(1.6)	(0.0)
Hospital/institution	9.2	---	---	---	10.9	1.4	2.4	2.6	9.7	2.5	12.8	9.9
	(2.2)				(4.0)	(1.5)	(6.1)	(3.9)	(3.2)	(2.9)	(3.9)	(6.5)
Other source	12.7	---	---	---	10.0	23.3	31.5	7.1	18.2	8.0	13.5	9.3
	(2.5)				(3.9)	(5.6)	(18.7)	(6.3)	(4.2)	(5.0)	(3.9)	(6.4)
Number of respondents	938	6	6	7	91	188	19	42	246	64	237	32

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34B: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average hours of help with physical needs provided recipients in the past year	10.2	19.0	9.0	14.0	12.9	8.0	16.3	16.6	13.8	16.4	10.3
	(7.3)	(11.7)	(6.6)	(6.7)	(7.0)	(5.3)	(10.7)	(7.6)	(6.6)	(10.4)	(10.8)
Number of respondents	2062	1767	1036	3803	2413	1659	2072	2485	3907	1178	1126
Percentage received help with physical needs in the past year from:**											
Secondary school	47.8	25.5	36.2	33.7	33.4	43.0	38.5	20.9	36.9	29.0	2.1
	(8.0)	(6.5)	(9.1)	(4.8)	(5.8)	(7.1)	(6.5)	(4.8)	(4.4)	(8.3)	(3.5)
Special school	33.1	33.4	33.1	41.8	38.6	36.7	37.9	45.8	44.6	28.4	17.2
	(7.5)	(6.7)	(8.9)	(5.0)	(6.0)	(6.9)	(6.4)	(5.9)	(4.5)	(8.2)	(9.4)
Postsecondary school	0.3	0.7	0.0	0.5	0.1	0.3	0.2	0.5	0.1	0.5	3.1
	(0.9)	(1.2)	(0.0)	(0.7)	(0.4)	(0.7)	(0.6)	(0.9)	(0.3)	(1.3)	(4.3)
Family member/friend	20.8	19.0	38.1	24.3	23.1	19.7	27.3	24.8	22.2	28.1	32.9
	(6.5)	(5.6)	(9.2)	(4.4)	(5.2)	(5.7)	(5.9)	(5.1)	(3.8)	(8.2)	(11.7)
Private therapist	14.3	22.4	14.8	15.3	15.8	12.7	19.9	14.6	13.9	18.9	28.1
	(5.6)	(5.9)	(6.7)	(3.7)	(4.5)	(4.8)	(5.3)	(4.1)	(3.1)	(7.1)	(11.2)
Vocational Rehabilitation	0.5	5.3	0.0	0.4	3.8	0.3	0.3	4.7	0.3	8.8	3.3
	(1.2)	(3.2)	(0.0)	(0.7)	(2.3)	(0.8)	(0.7)	(2.5)	(0.5)	(5.2)	(4.5)
Hospital/institution	6.2	7.5	5.5	9.7	8.6	7.7	5.0	13.6	1.3	10.1	45.5
	(3.8)	(3.6)	(4.2)	(2.9)	(3.3)	(3.7)	(2.8)	(3.8)	(1.0)	(5.2)	(9.4)
Other source	12.4	21.2	9.2	11.8	13.8	7.7	15.0	15.1	10.8	21.0	11.8
	(5.1)	(5.6)	(5.4)	(3.1)	(4.1)	(3.7)	(4.6)	(4.0)	(2.8)	(7.0)	(6.1)
Number of respondents	278	256	84	502	436	272	291	375	709	146	83

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year	10.3	17.8	11.4	7.8	15.7	16.6	11.4	9.9	20.9
	(8.7)	(12.8)	(5.4)	(5.4)	(7.0)	(24.0)	(8.9)	(6.8)	(11.3)
Number of respondents	1309	1732	2541	1378	4025	598	1933	2074	1994
Percentage received help with physical needs in the past year from:**									
Secondary school	43.8	31.5	28.6	45.7	31.4	12.6	35.3	35.3	31.5
	(8.6)	(7.0)	(5.4)	(8.9)	(4.3)	(11.2)	(7.3)	(6.7)	(6.4)
Special school	33.9	47.7	41.0	37.6	41.2	50.0	39.2	46.3	36.6
	(8.2)	(7.5)	(5.9)	(8.7)	(4.5)	(16.8)	(7.4)	(7.0)	(6.6)
Postsecondary school	0.1	0.1	0.9	0.1	0.4	1.3	0.1	0.4	0.5
	(0.6)	(0.4)	(1.1)	(0.7)	(0.6)	(3.8)	(0.6)	(0.9)	(1.0)
Family member/friend	23.0	29.5	17.1	18.9	23.3	40.2	25.7	27.4	18.1
	(7.3)	(6.8)	(4.5)	(7.0)	(3.9)	(16.5)	(6.6)	(6.2)	(5.3)
Private therapist	10.1	15.1	18.0	4.2	19.1	11.9	6.2	12.4	25.0
	(5.3)	(5.4)	(4.6)	(3.6)	(3.6)	(10.9)	(3.7)	(4.6)	(5.9)
Vocational Rehabilitation	0.1	0.4	5.2	7.0	0.5	0.0	0.3	0.1	4.8
	(0.7)	(1.0)	(2.7)	(4.6)	(0.6)	(0.0)	(0.9)	(0.5)	(2.9)
Hospital/institution	2.3	0.8	0.9	6.7	10.2	4.1	2.4	0.7	1.1
	(2.6)	(1.3)	(1.1)	(4.3)	(2.7)	(6.6)	(2.3)	(1.2)	(1.4)
Other source	9.9	8.7	20.7	12.8	12.7	14.1	10.5	11.1	18.4
	(5.2)	(4.2)	(4.9)	(5.7)	(2.9)	(11.5)	(4.7)	(4.4)	(5.3)
Number of respondents	178	249	415	189	648	76	222	291	389

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Service Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage received transportation help in the past year from:*												
Secondary school	48.2	---	43.9	---	42.8	38.5	71.5	51.4	66.8	56.0	48.7	16.1
	(2.9)		(16.5)		(4.4)	(5.8)	(7.0)	(5.7)	(4.7)	(7.4)	(5.2)	(8.3)
Special school	31.3	---	42.9	---	38.6	31.6	9.2	35.6	16.5	22.3	33.6	58.6
	(2.7)		(16.4)		(4.4)	(5.5)	(4.5)	(5.4)	(3.7)	(6.2)	(4.9)	(11.1)
Vocational Rehabilitation	2.3	---	5.2	---	2.1	3.0	2.0	2.4	0.9	0.6	1.3	5.0
	(0.9)		(7.4)		(1.3)	(2.0)	(2.2)	(1.7)	(0.9)	(1.2)	(1.2)	(4.9)
Hospital/institution	3.4	---	8.3	---	3.4	2.1	0.0	0.6	2.8	0.8	7.6	7.5
	(1.0)		(8.1)		(1.6)	(1.7)	(0.0)	(0.9)	(1.6)	(1.3)	(2.6)	(5.5)
Other source	24.9	---	14.2	---	21.8	32.0	19.7	15.0	24.9	34.0	23.8	30.5
	(2.5)		(10.2)		(3.6)	(5.5)	(6.2)	(4.1)	(4.2)	(7.0)	(4.2)	(9.6)
Number of respondents	1621	13	18	12	223	239	134	212	301	101	332	36
Percentage with transportation help including:												
Rides on special vehicles	7.4	1.0	1.7	1.8	19.7	21.6	14.9	20.0	42.2	15.4	51.2	34.5
	(0.7)	(0.5)	(0.7)	(0.9)	(1.8)	(2.8)	(2.5)	(2.4)	(3.3)	(2.6)	(3.9)	(7.2)
Help getting into vehicles	0.9	0.2	0.0	0.7	2.4	3.1	0.2	1.0	5.8	1.9	7.6	7.5
	(0.3)	(0.2)	(0.0)	(0.6)	(0.7)	(1.2)	(0.3)	(0.6)	(1.6)	(1.0)	(2.1)	(4.0)
Help walking to school/work	0.3	0.0	0.0	0.4	0.8	0.5	0.1	0.2	1.1	1.1	3.6	8.4
	(0.2)	(0.0)	(0.0)	(0.4)	(0.4)	(0.5)	(0.2)	(0.2)	(0.7)	(0.8)	(1.5)	(4.2)
Owning adapted vehicle	0.1	0.0	0.0	0.0	0.3	0.6	0.2	0.1	2.8	0.2	1.7	0.0
	(0.1)	(0.0)	(0.0)	(0.0)	(0.2)	(0.5)	(0.3)	(0.2)	(1.1)	(0.3)	(1.0)	(0.0)
Aide to push wheelchair	0.5	0.0	0.1	0.0	1.0	0.6	0.0	0.1	6.5	1.9	9.9	0.0
	(0.2)	(0.0)	(0.1)	(0.1)	(0.5)	(0.5)	(0.0)	(0.2)	(1.7)	(1.0)	(2.3)	(0.0)
Rides to places could not otherwise go	1.3	0.1	0.1	0.6	3.1	6.5	2.0	3.3	8.8	4.4	12.6	18.0
	(0.3)	(0.1)	(0.2)	(0.5)	(0.8)	(1.7)	(1.0)	(1.0)	(1.9)	(1.5)	(2.6)	(5.8)
Other	0.9	0.1	0.2	0.4	2.4	8.1	3.1	5.9	3.0	3.0	4.9	8.3
	(0.3)	(0.2)	(0.2)	(0.4)	(0.7)	(1.9)	(1.2)	(1.4)	(1.2)	(1.2)	(1.7)	(4.2)
Number of respondents	6842	941	611	468	898	734	677	783	646	421	584	79

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage received transportation help in the past year from:*											
Secondary school	55.1	59.8	44.0	48.1	48.4	56.2	54.7	37.9	51.7	47.4	13.2
	(5.8)	(5.5)	(7.7)	(3.8)	(4.7)	(5.6)	(4.9)	(4.3)	(3.5)	(6.7)	(6.3)
Special school	25.6	21.3	29.4	33.3	28.7	27.7	30.4	34.5	34.4	25.4	13.1
	(5.1)	(4.6)	(7.1)	(3.6)	(4.3)	(5.0)	(4.6)	(4.2)	(3.3)	(5.9)	(6.3)
Vocational Rehabilitation	2.5	3.0	2.6	2.2	2.3	1.9	0.2	4.2	0.8	4.4	12.3
	(1.8)	(1.9)	(2.5)	(1.1)	(1.4)	(1.5)	(0.4)	(1.8)	(0.6)	(2.8)	(6.1)
Hospital/institution	3.2	3.1	0.8	3.8	2.9	1.7	2.2	5.4	0.6	4.0	19.0
	(2.0)	(1.9)	(1.4)	(1.4)	(1.6)	(1.4)	(1.4)	(1.9)	(0.5)	(2.5)	(6.1)
Other source	24.5	25.0	26.3	22.2	28.6	22.8	19.9	29.9	21.1	29.7	39.8
	(4.9)	(4.7)	(6.7)	(3.1)	(4.2)	(4.6)	(3.9)	(3.9)	(2.8)	(6.0)	(7.6)
Number of respondents	528	420	126	883	738	445	522	654	1206	268	147
Percentage with transportation help including:											
Rides on special vehicles	7.9	6.7	5.5	6.2	9.8	6.4	6.3	9.8	8.3	7.5	3.1
	(1.5)	(1.3)	(1.2)	(0.9)	(1.5)	(1.3)	(1.2)	(1.3)	(1.0)	(1.6)	(1.1)
Help getting into vehicles	1.3	0.8	0.3	0.7	1.4	0.5	0.7	1.8	0.9	1.8	0.2
	(0.6)	(0.5)	(0.3)	(0.3)	(0.6)	(0.4)	(0.4)	(0.6)	(0.3)	(0.8)	(0.3)
Help walking to school/work	0.4	0.1	0.3	0.2	0.4	0.2	0.4	0.3	0.4	0.1	0.0
	(0.3)	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.1)
Owning adapted vehicle	0.0	0.2	0.1	0.1	0.1	0.0	0.2	0.2	0.2	0.1	0.1
	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.2)
Aide to push wheelchair	0.5	0.2	0.5	0.6	0.4	0.5	0.5	0.6	0.6	0.5	0.2
	(0.4)	(0.3)	(0.4)	(0.3)	(0.3)	(0.4)	(0.3)	(0.3)	(0.3)	(0.4)	(0.3)
Rides to places could not otherwise go	1.3	0.9	1.0	1.2	1.5	0.9	1.3	1.7	1.4	1.3	0.8
	(0.6)	(0.5)	(0.5)	(0.4)	(0.6)	(0.5)	(0.5)	(0.6)	(0.4)	(0.7)	(0.6)
Other	0.7	0.7	0.5	0.9	0.9	0.7	0.8	1.3	1.0	0.9	0.9
	(0.5)	(0.5)	(0.4)	(0.3)	(0.5)	(0.5)	(0.4)	(0.5)	(0.4)	(0.6)	(0.6)
Number of respondents	2220	1835	1091	4150	2692	1839	2274	2729	4304	1275	1258

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews

Table 35C: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school	51.7	45.5	48.5	49.1	46.2	55.8	52.4	46.7	46.5
	(6.3)	(5.8)	(4.7)	(6.3)	(3.7)	(11.6)	(5.3)	(5.2)	(5.7)
Special school	30.9	36.0	27.9	30.5	31.7	37.9	27.4	32.4	32.1
	(5.8)	(5.6)	(4.2)	(5.8)	(3.4)	(11.4)	(4.8)	(4.8)	(5.3)
Vocational Rehabilitation	0.3	1.2	4.0	3.1	2.4	0.5	2.1	2.1	3.0
	(0.6)	(1.3)	(1.8)	(2.2)	(1.1)	(1.7)	(1.5)	(1.5)	(1.9)
Hospital/institution	1.6	0.1	0.0	5.9	3.0	0.4	1.4	0.2	0.0
	(1.6)	(0.4)	(0.2)	(2.9)	(1.2)	(1.6)	(1.3)	(0.5)	(0.0)
Other source	24.2	23.6	30.8	30.1	25.8	7.1	22.4	27.8	29.4
	(5.4)	(4.9)	(4.3)	(5.6)	(3.1)	(6.0)	(4.5)	(4.6)	(5.2)
Number of respondents	343	415	679	383	1016	157	449	535	566
Percentage with transportation help including:									
Rides on special vehicles	6.8	6.5	7.9	6.4	7.2	9.8	6.1	7.7	8.7
	(1.5)	(1.3)	(1.3)	(1.5)	(0.9)	(3.3)	(1.1)	(1.3)	(1.7)
Help getting into vehicles	1.1	0.6	0.8	0.7	1.0	1.2	0.5	1.2	1.1
	(0.6)	(0.4)	(0.4)	(0.5)	(0.4)	(1.2)	(0.3)	(0.5)	(0.6)
Help walking to school/work	0.1	0.3	0.2	0.3	0.3	0.5	0.2	0.3	0.5
	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)	(0.8)	(0.2)	(0.3)	(0.4)
Owning adapted vehicle	0.1	0.0	0.2	0.2	0.1	0.0	0.0	0.1	0.4
	(0.2)	(0.1)	(0.2)	(0.3)	(0.1)	(0.2)	(0.1)	(0.2)	(0.4)
Aide to push wheelchair	0.5	0.4	0.5	0.4	0.6	0.3	0.3	0.5	0.9
	(0.4)	(0.3)	(0.3)	(0.4)	(0.3)	(0.6)	(0.3)	(0.4)	(0.6)
Rides to places could not otherwise go	1.4	0.8	1.2	1.0	1.5	0.8	0.8	1.2	2.0
	(0.7)	(0.5)	(0.5)	(0.6)	(0.4)	(1.0)	(0.4)	(0.5)	(0.8)
Other	1.1	0.8	0.8	0.8	1.0	0.5	0.9	1.0	0.9
	(0.6)	(0.5)	(0.4)	(0.5)	(0.4)	(0.8)	(0.5)	(0.5)	(0.6)
Number of respondents	1576	1916	2627	1626	4275	710	2250	2237	2106

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Secondary School Achievement	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage receiving grades with secondary school grade point average (GPA) of:*												
3.25 or higher	5.7	4.0	3.2	10.8	9.2	17.3	9.0	15.5	14.8	10.9	9.2	---
	(0.8)	(1.0)	(1.2)	(2.3)	(1.5)	(3.2)	(2.3)	(2.3)	(2.9)	(3.0)	(3.4)	
2.75 to 3.24	11.9	10.8	8.4	16.9	13.1	19.3	26.7	31.1	23.5	18.9	20.1	---
	(1.1)	(1.6)	(1.8)	(2.8)	(1.8)	(3.4)	(3.6)	(3.0)	(3.4)	(3.7)	(4.7)	
2.25 to 2.74	22.1	22.9	19.3	17.3	21.3	27.0	20.9	30.3	28.1	20.8	23.6	---
	(1.4)	(2.2)	(2.6)	(2.9)	(2.2)	(3.8)	(3.3)	(3.0)	(3.6)	(3.8)	(5.0)	
1.75 to 2.24	24.8	25.1	22.3	21.4	26.6	24.1	22.5	15.5	18.7	22.7	28.8	---
	(1.5)	(2.2)	(2.7)	(3.1)	(2.3)	(3.6)	(3.4)	(2.3)	(3.2)	(4.0)	(5.3)	
1.25 to 1.74	18.3	20.7	20.1	15.6	13.2	7.2	11.0	4.6	9.2	11.6	9.3	---
	(1.3)	(2.1)	(2.6)	(2.7)	(1.8)	(2.2)	(2.5)	(1.4)	(2.3)	(3.0)	(3.4)	
Less than 1.25	17.1	16.4	26.6	17.9	16.5	5.1	9.9	2.9	5.7	15.1	9.0	---
	(1.3)	(1.9)	(2.9)	(2.9)	(2.0)	(1.9)	(2.4)	(1.1)	(1.9)	(3.4)	(3.4)	
Number of respondents	4728	785	451	365	618	501	505	622	396	253	218	14
Average GPA for students receiving grades:*												
As a whole	2.0	1.9	1.7	2.1	2.1	2.5	2.3	2.6	2.5	2.2	2.3	---
	(0.0)	(0.0)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)	(0.1)	
In grades 7 or 8	2.0	2.0	1.8	1.9	1.9	2.4	2.2	2.5	2.5	2.0	2.2	---
	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.2)	(0.2)	(0.1)	(0.2)	(0.3)	(0.3)	
In grades 9 or 10	1.8	1.8	1.5	2.0	1.9	2.4	2.3	2.6	2.4	2.1	2.1	---
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	
In grades 11 or 12	2.2	2.1	2.1	2.4	2.3	2.6	2.4	2.7	2.5	2.3	2.4	---
	(0.0)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	
Number of respondents	4703	781	447	362	616	500	501	621	394	251	216	14
Percentage receiving grades who received 1 or more failing grades in most recent school year:*												
As a whole	31.1	34.5	43.9	35.1	21.7	17.1	21.7	8.4	15.1	25.7	6.9	4.0
	(1.4)	(2.4)	(3.1)	(3.5)	(1.9)	(3.0)	(3.3)	(1.7)	(2.7)	(3.9)	(2.0)	(3.1)
In grades 7 or 8	33.9	30.9	39.9	38.6	42.2	20.2	24.2	10.9	18.5	27.5	9.3	---
	(4.7)	(7.6)	(8.3)	(9.5)	(8.1)	(9.9)	(10.4)	(6.6)	(9.1)	(11.6)	(10.5)	
In grades 9 or 10	40.8	40.6	56.0	44.0	35.1	24.6	22.8	9.2	21.0	35.5	24.0	---
	(2.7)	(4.2)	(4.8)	(5.8)	(4.0)	(5.8)	(5.6)	(3.3)	(5.5)	(7.3)	(8.9)	
In grades 11 or 12	26.2	29.5	32.7	20.8	18.4	14.7	21.4	9.8	16.5	22.4	11.9	---
	(2.2)	(3.2)	(4.8)	(4.6)	(3.0)	(4.6)	(4.8)	(2.6)	(4.5)	(5.9)	(6.2)	
Number of respondents	5683	817	504	377	870	562	514	685	469	285	529	71

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Secondary School Achievement	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage receiving grades with secondary school grade point average (GPA) of:*											
3.25 or higher	5.6	5.3	6.6	4.5	8.4	5.0	3.9	9.6	4.7	8.7	7.1
	(1.6)	(1.3)	(1.4)	(0.9)	(1.7)	(1.4)	(1.0)	(1.6)	(0.9)	(2.0)	(2.0)
2.75 to 3.24	9.2	13.0	13.0	10.9	14.3	8.9	12.3	15.3	12.1	11.9	12.1
	(2.0)	(2.0)	(1.9)	(1.3)	(2.1)	(1.8)	(1.8)	(2.0)	(1.4)	(2.2)	(2.5)
2.25 to 2.74	20.3	23.0	23.4	22.4	21.3	20.9	23.2	22.0	22.4	21.0	21.8
	(2.8)	(2.5)	(2.4)	(1.7)	(2.5)	(2.6)	(2.3)	(2.3)	(1.8)	(2.8)	(3.2)
1.75 to 2.24	22.9	24.9	25.2	25.3	23.9	29.1	22.7	22.5	26.4	20.1	22.0
	(2.9)	(2.6)	(2.4)	(1.8)	(2.6)	(2.9)	(2.2)	(2.3)	(1.9)	(2.8)	(3.2)
1.25 to 1.74	18.0	20.8	17.3	18.4	18.1	20.3	17.4	17.1	18.6	17.2	18.6
	(2.7)	(2.4)	(2.1)	(1.6)	(2.3)	(2.6)	(2.0)	(2.1)	(1.7)	(2.6)	(3.0)
Less than 1.25	24.0	12.9	14.5	18.4	14.0	15.7	20.5	13.4	15.8	21.1	18.4
	(2.9)	(2.0)	(2.0)	(1.6)	(2.1)	(2.3)	(2.2)	(1.9)	(1.6)	(2.8)	(3.0)
Number of respondents	1490	1395	934	2910	1809	1311	1770	1647	2946	965	767
Average GPA for students receiving grades:*											
As a whole	1.8	2.0	2.0	1.9	2.1	1.9	1.9	2.1	2.0	1.9	1.9
	(0.1)	(0.0)	(0.0)	(0.0)	(0.1)	(0.1)	(0.0)	(0.0)	(0.0)	(0.1)	(0.1)
In grades 7 or 8	1.9	2.1	2.0	1.9	2.0	2.0	1.7	---	2.1	1.5	1.5
	(0.2)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)		(0.1)	(0.5)	(0.2)
In grades 9 or 10	1.6	1.9	1.9	1.8	1.9	1.9	1.7	1.5	1.9	1.0	1.4
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.0)	(0.2)	(0.2)
In grades 11 or 12	2.1	2.2	2.2	2.1	2.3	---	2.2	2.2	2.1	2.2	2.2
	(0.1)	(0.1)	(0.1)	(0.0)	(0.1)		(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Number of respondents	1477	1391	931	2896	1798	1307	1758	1638	2936	959	759
Percentage receiving grades who received 1 or more failing grades in most recent school year:*											
As a whole	37.8	29.0	29.6	33.2	26.5	33.6	35.6	21.7	31.9	28.5	30.2
	(3.1)	(2.5)	(2.4)	(1.8)	(2.4)	(2.9)	(2.4)	(2.0)	(1.9)	(2.9)	(3.3)
In grades 7 or 8	34.6	29.8	39.5	35.0	31.7	33.4	41.1	---	32.1	37.2	57.9
	(9.6)	(8.5)	(7.8)	(5.9)	(7.9)	(5.1)	(13.4)		(5.2)	(19.3)	(16.5)
In grades 9 or 10	49.5	38.0	36.4	43.2	35.3	37.0	43.4	47.9	36.8	59.4	59.7
	(5.3)	(4.7)	(4.3)	(3.3)	(4.7)	(4.0)	(3.8)	(9.6)	(3.0)	(9.0)	(10.5)
In grades 11 or 12	30.9	24.4	24.6	27.8	22.6	28.2	30.7	22.8	32.2	22.6	20.7
	(4.8)	(3.6)	(3.5)	(2.7)	(3.6)	(27.3)	(3.7)	(2.5)	(3.9)	(3.2)	(3.6)
Number of respondents	1672	1680	1078	3472	2200	1516	2002	2165	3529	1161	931

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	6.2	6.7	5.5	4.1	6.5	6.8	6.4	4.7	7.6
	(1.9)	(1.8)	(1.4)	(1.7)	(1.1)	(3.9)	(1.6)	(1.4)	(2.2)
2.75 to 3.24	10.4	12.7	13.7	7.4	13.3	11.4	9.3	12.3	16.7
	(2.5)	(2.4)	(2.2)	(2.2)	(1.6)	(5.0)	(1.9)	(2.2)	(3.1)
2.25 to 2.74	19.5	25.5	24.0	18.0	24.5	21.3	20.6	24.5	25.0
	(3.2)	(3.1)	(2.7)	(3.3)	(2.0)	(6.4)	(2.6)	(2.8)	(3.6)
1.75 to 2.24	24.9	23.6	25.3	26.9	24.6	19.2	24.0	26.9	22.5
	(3.5)	(3.0)	(2.7)	(3.8)	(2.0)	(6.1)	(2.7)	(2.9)	(3.4)
1.25 to 1.74	18.0	17.7	22.0	18.2	18.7	20.9	17.6	19.5	20.3
	(3.1)	(2.7)	(2.6)	(3.3)	(1.8)	(6.3)	(2.4)	(2.6)	(3.3)
Less than 1.25	21.0	13.8	9.6	25.4	12.4	20.5	22.0	12.1	7.9
	(3.3)	(2.5)	(1.8)	(3.7)	(1.5)	(6.3)	(2.6)	(2.2)	(2.2)
Number of respondents	835	1068	1517	837	2521	360	1210	1269	1180
Average GPA for students receiving grades:*									
As a whole	1.9	2.1	2.1	1.8	2.1	1.9	1.9	2.0	2.2
	(0.1)	(0.1)	(0.0)	(0.1)	(0.0)	(0.2)	(0.1)	(0.1)	(0.1)
In grades 7 or 8	1.8	2.0	2.2	1.9	2.1	1.9	2.0	1.9	2.2
	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.4)	(0.1)	(0.2)	(0.2)
In grades 9 or 10	1.6	1.9	1.9	1.5	1.9	1.6	1.7	1.8	2.1
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
In grades 11 or 12	2.2	2.2	2.2	2.0	2.2	2.4	2.0	2.3	2.3
	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.1)
Number of respondents	832	1062	1513	835	2509	355	1204	1261	1176
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	34.9	27.2	27.2	41.0	26.2	32.0	33.6	29.4	23.5
	(3.5)	(2.9)	(2.6)	(3.9)	(1.9)	(6.5)	(2.8)	(2.8)	(3.1)
In grades 7 or 8	39.1	34.3	30.9	35.1	34.8	12.9	35.4	32.8	28.1
	(10.9)	(10.2)	(9.3)	(11.7)	(6.9)	(15.4)	(8.5)	(10.2)	(11.0)
In grades 9 or 10	46.5	33.8	35.9	54.7	33.4	47.6	44.6	39.7	25.4
	(6.4)	(5.5)	(4.9)	(6.8)	(3.6)	(11.3)	(5.0)	(5.4)	(5.8)
In grades 11 or 12	29.5	22.7	23.2	38.9	22.2	16.7	28.4	20.8	27.5
	(5.6)	(4.4)	(3.7)	(6.4)	(2.7)	(8.2)	(4.3)	(3.9)	(5.1)
Number of respondents	984	1272	1792	1023	3029	415	1418	1486	1425

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Continued)

Secondary School Achievement	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Of students that had graded classes in regular education, percentage receiving a failing grade*	32.8	33.3	44.6	36.8	27.3	15.9	23.0	11.1	16.9	28.6	14.9	---
	(1.7)	(2.5)	(3.5)	(3.8)	(2.6)	(3.8)	(3.6)	(3.2)	(3.8)	(4.7)	(6.8)	
Number of respondents	3592	752	384	336	513	313	440	271	291	205	83	4
Of students that had graded classes in special education, percentage receiving a failing grade**	12.7	12.3	25.9	10.2	10.5	10.7	4.6	5.0	5.0	10.3	4.5	4.3
	(1.1)	(1.8)	(3.0)	(3.2)	(1.4)	(3.0)	(1.9)	(1.4)	(1.9)	(3.3)	(1.7)	(3.4)
Number of respondents	4592	668	413	188	835	378	379	614	376	192	484	65
Percentage absent from school:												
Fewer than 5 days	30.0	29.0	23.6	37.8	31.9	45.6	36.9	46.6	32.2	30.1	37.3	72.7
	(1.5)	(2.4)	(2.8)	(3.8)	(2.2)	(4.0)	(4.0)	(3.2)	(3.5)	(4.3)	(4.3)	(7.3)
6 to 10 days	21.6	22.4	19.5	20.4	20.9	20.7	22.7	23.0	21.6	15.6	17.3	9.0
	(1.3)	(2.2)	(2.6)	(3.2)	(1.9)	(3.2)	(3.5)	(2.7)	(3.1)	(3.4)	(3.4)	(4.7)
11 to 20 days	24.1	25.0	25.1	26.3	21.7	19.2	24.8	20.4	23.9	27.6	16.7	9.4
	(1.4)	(2.3)	(2.9)	(3.5)	(1.9)	(3.1)	(3.6)	(2.6)	(3.2)	(4.2)	(3.3)	(4.8)
21 to 30 days	11.6	11.4	13.8	8.1	12.3	8.2	7.6	6.1	7.8	11.2	11.4	4.3
	(1.0)	(1.7)	(2.3)	(2.1)	(1.5)	(2.2)	(2.2)	(1.5)	(2.0)	(3.0)	(2.8)	(3.3)
More than 30 days	12.7	12.2	17.7	7.3	13.1	6.2	8.0	4.0	14.4	15.5	17.3	4.6
	(1.1)	(1.7)	(2.5)	(2.0)	(1.6)	(1.9)	(2.3)	(1.3)	(2.6)	(3.4)	(3.4)	(3.4)
Number of respondents	5200	770	447	332	807	560	472	627	419	252	448	66

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Secondary School Achievement	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of students that had graded classes in regular education, percentage receiving a failing grade*	35.8	31.7	31.0	34.6	28.6	35.1	35.4	25.3	32.6	32.2	32.8
	(3.7)	(2.9)	(2.7)	(2.1)	(2.9)	(3.3)	(2.7)	(2.6)	(2.2)	(3.5)	(3.8)
Number of respondents	1157	1247	876	2237	1349	1047	1386	1159	2225	737	592
Of students that had graded classes in special education, percentage receiving a failing grade**	24.2	8.6	7.7	13.5	11.0	13.2	15.7	7.9	12.8	14.3	10.4
	(3.0)	(1.7)	(1.5)	(1.4)	(1.9)	(2.3)	(2.0)	(1.4)	(1.5)	(2.4)	(2.3)
Number of respondents	1312	1324	876	2837	1748	1169	1594	1829	2871	904	764
Percentage absent from school:											
Fewer than 5 days	22.5	31.3	32.7	30.0	30.1	33.6	28.1	28.5	32.1	25.3	27.0
	(2.9)	(2.7)	(2.5)	(1.8)	(2.6)	(3.0)	(2.4)	(2.3)	(2.0)	(2.8)	(3.3)
6 to 10 days	18.1	24.1	22.8	22.3	20.2	21.3	21.9	21.4	21.8	21.1	20.8
	(2.6)	(2.5)	(2.3)	(1.7)	(2.3)	(2.6)	(2.2)	(2.1)	(1.7)	(2.7)	(3.0)
11 to 20 days	27.0	23.4	22.9	23.6	25.0	24.2	22.7	25.8	23.6	23.7	26.4
	(3.0)	(2.4)	(2.3)	(1.7)	(2.4)	(2.7)	(2.2)	(2.2)	(1.8)	(2.8)	(3.3)
21 to 30 days	14.2	10.4	11.6	11.0	12.7	11.6	11.2	12.1	11.8	12.1	10.0
	(2.4)	(1.8)	(1.7)	(1.2)	(1.9)	(2.0)	(1.7)	(1.6)	(1.4)	(2.1)	(2.2)
More than 30 days	18.1	10.7	10.0	13.1	12.0	9.2	16.0	12.1	10.7	17.7	15.9
	(2.6)	(1.8)	(1.6)	(1.3)	(1.8)	(1.8)	(1.9)	(1.6)	(1.3)	(2.5)	(2.7)
Number of respondents	1475	1507	1022	3173	2013	1368	1874	1958	3259	1055	840

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	35.3	27.6	30.0	40.1	28.1	32.7	33.4	29.5	28.3
	(4.2)	(3.4)	(3.0)	(4.6)	(2.2)	(8.1)	(3.2)	(3.2)	(3.9)
Number of respondents	581	788	1214	562	1976	262	876	961	920
Of students that had graded classes in special education, percentage receiving a failing grade**	18.5	11.5	6.2	22.7	8.4	20.4	15.6	12.8	5.6
	(3.1)	(2.3)	(1.6)	(3.5)	(1.3)	(6.1)	(2.3)	(2.3)	(1.9)
Number of respondents	835	1052	1351	865	2411	318	1196	1203	1066
Percentage absent from school:									
Fewer than 5 days	24.1	29.2	35.8	26.3	33.8	12.0	22.4	32.3	39.4
	(3.3)	(3.1)	(2.9)	(3.6)	(2.1)	(4.8)	(2.5)	(3.0)	(3.8)
6 to 10 days	20.5	24.1	25.9	19.0	24.7	17.5	21.8	24.1	24.9
	(3.1)	(2.9)	(2.7)	(3.2)	(1.9)	(5.7)	(2.5)	(2.8)	(3.4)
11 to 20 days	23.9	25.8	21.3	27.2	21.5	29.9	22.7	25.4	22.1
	(3.3)	(3.0)	(2.5)	(3.6)	(1.8)	(6.8)	(2.5)	(2.8)	(3.2)
21 to 30 days	12.0	10.3	10.1	11.7	10.2	14.1	15.4	8.2	7.0
	(2.5)	(2.1)	(1.8)	(2.6)	(1.3)	(5.2)	(2.2)	(1.8)	(2.0)
More than 30 days	19.5	10.6	7.0	15.8	9.9	26.5	17.8	10.0	6.6
	(3.0)	(2.1)	(1.5)	(3.0)	(1.3)	(6.6)	(2.3)	(1.9)	(1.9)
Number of respondents	922	1176	1622	970	2786	353	1338	1370	1271

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Secondary School Achievement	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Average days absent:												
As a whole	14.8	14.7	17.7	11.8	14.8	10.3	11.9	9.0	15.1	16.2	15.0	6.3
	(0.5)	(0.8)	(1.1)	(1.0)	(0.7)	(0.9)	(1.1)	(0.6)	(1.2)	(1.5)	(1.4)	(2.0)
In grades 7 or 8	13.7	11.7	17.6	13.3	16.9	13.9	13.2	10.8	14.3	21.1	11.2	---
	(1.3)	(2.0)	(2.3)	(2.9)	(2.5)	(3.3)	(3.1)	(2.3)	(2.8)	(5.5)	(3.8)	
In grades 9 or 10	16.1	15.8	18.8	11.3	16.9	9.4	11.0	8.9	15.9	14.7	14.8	---
	(0.9)	(1.4)	(1.8)	(1.6)	(1.4)	(1.5)	(1.6)	(1.0)	(2.3)	(2.3)	(3.4)	
In grades 11 or 12	14.2	14.6	16.2	11.6	13.2	10.0	12.1	9.1	13.8	16.4	11.2	---
	(0.7)	(1.0)	(1.6)	(1.3)	(1.1)	(1.4)	(1.6)	(0.9)	(1.8)	(2.4)	(2.6)	
Ungraded	13.5	12.2	15.1	---	13.4	9.9	14.6	7.6	16.9	14.7	16.4	6.7
	(1.2)	(4.0)	(3.7)		(1.4)	(2.4)	(5.5)	(2.1)	(2.8)	(3.7)	(1.9)	(2.2)
Number of respondents	5179	766	444	329	805	559	470	626	418	250	446	66
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	38.0	25.0	22.2	12.6	72.9	21.9	20.1	29.0	42.0	23.6	82.7	80.0
	(2.0)	(3.0)	(3.6)	(3.1)	(2.6)	(3.9)	(3.9)	(3.9)	(4.3)	(4.6)	(4.0)	(10.6)
Number of respondents	3325	445	273	237	510	366	328	357	303	190	288	28
Percentage taking minimum competency tests that:												
Failed	23.6	20.4	22.9	17.3	51.4	7.2	10.8	9.2	8.8	21.6	28.0	---
	(2.4)	(3.3)	(4.3)	(4.0)	(5.7)	(2.9)	(3.3)	(3.0)	(3.4)	(5.5)	(9.9)	
Passed in part	32.3	31.7	40.6	32.2	27.7	20.8	37.4	29.0	31.3	37.8	29.5	---
	(2.7)	(3.8)	(5.1)	(5.0)	(5.1)	(4.5)	(5.2)	(4.6)	(5.5)	(6.4)	(10.1)	
Passed fully	44.0	47.9	36.4	50.5	21.0	72.1	51.9	61.8	60.0	40.6	42.5	---
	(2.8)	(4.1)	(5.0)	(5.3)	(4.7)	(5.0)	(5.3)	(5.0)	(5.8)	(6.5)	(10.9)	
Number of respondents	1923	314	190	187	131	268	258	240	157	123	51	4

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Secondary School Achievement	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Average days absent:											
As a whole	18.7	13.4	13.4	15.0	14.6	13.1	16.3	14.8	14.0	17.1	16.2
	(1.2)	(0.8)	(0.7)	(0.6)	(0.8)	(0.8)	(0.8)	(0.7)	(0.6)	(1.1)	(1.2)
In grades 7 or 8	14.0	14.3	12.4	14.0	13.2	13.5	14.2	---	12.6	22.4	17.1
	(2.1)	(3.1)	(2.0)	(1.8)	(2.0)	(1.4)	(3.9)		(1.3)	(8.1)	(5.7)
In grades 9 or 10	21.5	13.4	14.1	15.9	16.6	13.1	18.1	22.2	14.2	29.9	21.2
	(2.1)	(1.3)	(1.3)	(1.1)	(1.6)	(1.2)	(1.4)	(3.1)	(0.9)	(3.4)	(4.1)
In grades 11 or 12	17.6	13.1	13.2	14.6	13.2	---	14.6	14.1	14.6	12.7	15.1
	(1.8)	(1.1)	(1.1)	(0.9)	(1.1)		(1.2)	(0.8)	(1.2)	(1.0)	(1.3)
Ungraded	15.8	14.2	12.5	13.6	13.3	12.9	14.1	13.4	13.1	15.9	10.9
	(2.8)	(2.4)	(2.2)	(1.5)	(1.8)	(2.4)	(2.3)	(1.6)	(1.4)	(2.8)	(2.7)
Number of respondents	1463	1505	1019	3161	2004	1365	1863	1951	3250	1048	835
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	36.8	35.4	41.1	33.5	46.5	39.8	34.0	41.6	38.4	41.8	31.2
	(3.9)	(3.6)	(3.4)	(2.4)	(3.4)	(4.4)	(3.2)	(3.0)	(2.7)	(4.0)	(4.3)
Number of respondents	1120	946	637	1991	1328	738	1240	1347	2006	763	526
Percentage taking minimum competency tests that:											
Failed	34.3	13.0	26.9	23.5	24.1	29.7	23.6	18.5	26.0	13.6	25.9
	(5.2)	(3.4)	(4.4)	(2.9)	(4.4)	(5.9)	(3.7)	(3.4)	(3.4)	(3.9)	(5.5)
Passed in part	30.5	35.5	34.4	30.3	37.2	34.0	35.6	26.1	36.3	22.4	30.7
	(5.1)	(4.8)	(4.7)	(3.2)	(5.0)	(6.2)	(4.2)	(3.8)	(3.7)	(4.8)	(5.8)
Passed fully	35.2	51.5	38.8	46.3	38.7	36.3	40.8	55.4	37.7	64.0	43.4
	(5.3)	(5.0)	(4.8)	(3.4)	(5.0)	(6.2)	(4.3)	(4.3)	(3.7)	(5.5)	(6.2)
Number of respondents	649	580	354	1179	742	397	802	724	1137	456	315

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	17.8	13.9	11.8	16.9	12.9	22.0	17.6	13.3	10.7
	(1.3)	(0.9)	(0.7)	(1.3)	(0.6)	(2.7)	(1.0)	(0.9)	(0.9)
In grades 7 or 8	16.9	12.3	9.8	12.2	12.7	16.0	14.7	14.4	8.0
	(2.9)	(2.9)	(2.1)	(2.3)	(2.0)	(5.4)	(2.0)	(3.5)	(2.0)
In grades 9 or 10	19.5	14.7	13.5	19.9	13.7	22.9	19.1	15.2	10.7
	(2.4)	(1.7)	(1.5)	(2.7)	(1.1)	(4.7)	(1.7)	(1.8)	(1.7)
In grades 11 or 12	16.4	13.7	10.9	16.8	12.2	22.3	17.7	10.7	11.5
	(2.0)	(1.4)	(0.9)	(2.0)	(0.8)	(4.4)	(1.6)	(0.9)	(1.3)
Ungraded	16.7	13.0	10.4	13.4	12.2	21.1	14.1	15.8	10.3
	(3.1)	(2.3)	(1.9)	(2.7)	(1.6)	(5.8)	(2.3)	(2.8)	(2.2)
Number of respondents	918	1171	1617	968	2775	347	1331	1362	1268
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	38.2	36.4	29.9	39.8	34.2	41.6	38.2	34.6	32.3
	(4.7)	(4.2)	(3.5)	(4.7)	(2.7)	(8.1)	(3.6)	(4.0)	(4.5)
Number of respondents	557	743	1123	615	1749	302	821	854	919
Percentage taking minimum competency tests that:									
Failed	28.9	26.4	16.5	33.1	17.8	29.4	31.8	21.6	12.7
	(6.1)	(5.2)	(3.7)	(6.4)	(2.9)	(10.7)	(4.8)	(4.7)	(4.1)
Passed in part	32.2	32.2	33.6	29.7	36.9	29.3	32.9	32.6	35.2
	(6.3)	(5.5)	(4.7)	(6.2)	(3.7)	(10.7)	(4.9)	(5.4)	(5.8)
Passed fully	38.8	41.5	49.9	37.2	45.3	41.3	35.3	45.8	52.1
	(6.5)	(5.8)	(4.9)	(6.5)	(3.8)	(11.5)	(5.0)	(5.7)	(6.1)
Number of respondents	321	443	718	329	1069	178	473	501	596

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

School Completion	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage out-of-school youth who:*												
Graduated	56.1	60.9	41.7	62.7	49.8	69.5	72.3	71.6	75.1	65.4	32.2	43.1
	(2.0)	(3.2)	(4.0)	(4.9)	(3.2)	(4.7)	(5.0)	(3.8)	(4.9)	(6.2)	(6.0)	(9.6)
Dropped out	32.5	32.2	49.5	28.3	29.9	15.2	14.5	9.4	14.4	25.2	14.5	7.8
	(1.9)	(3.1)	(4.0)	(4.6)	(2.9)	(3.7)	(4.0)	(2.5)	(4.0)	(5.7)	(4.5)	(5.2)
Were suspended expelled	3.9	3.9	5.3	4.2	3.7	1.6	1.0	2.4	2.6	0.7	3.1	0.0
	(0.8)	(1.3)	(1.8)	(2.0)	(1.2)	(1.3)	(1.1)	(1.3)	(1.8)	(1.1)	(2.2)	(0.0)
Reached age limit	7.5	3.0	3.5	4.8	16.6	13.7	12.2	16.6	7.9	8.7	50.2	49.2
	(1.1)	(1.1)	(1.5)	(2.2)	(2.4)	(3.5)	(3.7)	(3.1)	(3.1)	(3.7)	(6.4)	(9.7)
Number of respondents	3048	534	335	222	459	279	249	355	246	142	182	45
Percentage of graduates receiving a regular diploma	75.1	87.9	87.1	91.5	46.9	81.1	86.3	70.3	73.3	88.3	32.9	1.2
	(2.7)	(3.0)	(4.5)	(4.2)	(4.5)	(5.7)	(5.4)	(5.2)	(7.0)	(6.6)	(9.9)	(2.7)
Number of respondents	1456	245	110	98	219	159	131	213	118	53	82	28
Percentage of dropouts whose parents reported they left school because:												
Not doing well in school	28.1	32.7	19.1	30.0	26.3	---	12.7	11.3	15.7	8.9	0.0	---
	(5.6)	(7.3)	(5.8)	(15.5)	(8.9)		(12.2)	(11.7)	(13.6)	(10.7)	(0.0)	
Didn't like school/bored	30.4	31.2	32.3	41.7	24.9	---	25.6	38.6	21.5	19.6	17.9	---
	(5.7)	(7.2)	(6.9)	(16.7)	(8.7)		(16.0)	(18.0)	(15.4)	(14.9)	(15.2)	
Had behavior problems	16.6	14.4	26.8	12.1	13.6	---	3.3	2.6	0.0	4.9	4.4	---
	(4.6)	(5.4)	(6.5)	(11.0)	(6.9)		(6.6)	(5.9)	(0.0)	(8.1)	(8.1)	
Needed/found a job	9.4	10.9	5.0	0.0	12.1	---	7.0	0.0	0.0	0.0	0.0	---
	(3.6)	(4.8)	(3.2)	(0.0)	(6.6)		(9.4)	(0.0)	(0.0)	(0.0)	(0.0)	
Got married/had a child	7.8	8.9	5.8	0.0	6.7	---	34.2	15.4	0.0	2.0	0.0	---
	(3.3)	(4.4)	(3.4)	(0.0)	(5.0)		(17.4)	(13.3)	(0.0)	(5.3)	(0.0)	
Didn't get into program wanted	3.3	5.1	1.2	0.0	0.0	---	3.8	2.6	0.0	0.0	10.3	---
	(2.2)	(3.4)	(1.6)	(0.0)	(0.0)		(7.0)	(5.9)	(0.0)	(0.0)	(12.1)	
Illness or disability	5.2	2.8	6.9	4.2	7.7	---	13.3	3.5	32.7	49.1	39.6	---
	(2.8)	(2.5)	(3.7)	(6.8)	(5.4)		(12.5)	(6.8)	(17.6)	(18.8)	(19.4)	
Moved	1.2	0.0	0.7	10.0	5.5	---	1.5	2.6	4.2	0.0	0.0	---
	(1.4)	(0.0)	(1.2)	(10.2)	(4.6)		(4.4)	(5.9)	(7.5)	(0.0)	(0.0)	
Friends were dropping out	0.4	0.4	0.0	10.5	0.0	---	3.3	5.1	0.0	0.0	0.0	---
	(0.8)	(0.9)	(0.0)	(10.4)	(0.0)		(6.6)	(8.2)	(0.0)	(0.0)	(0.0)	
Other	32.8	38.5	28.0	30.1	19.3	---	25.8	40.9	34.3	18.5	50.3	---
	(5.9)	(7.5)	(6.6)	(15.5)	(7.9)		(16.1)	(18.2)	(17.8)	(14.6)	(19.8)	
Number of respondents	363	88	92	19	44	14	24	20	21	16	23	2
Percentage of dropouts expected by parents to finish secondary school	28.7	28.7	27.5	46.5	27.4	---	21.0	18.9	28.4	46.0	21.5	---
	(5.8)	(7.3)	(6.6)	(14.7)	(9.5)		(16.4)	(13.5)	(17.8)	(19.4)	(16.7)	
Number of respondents	348	80	90	25	39	13	20	23	19	15	22	2

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records.

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

School Completion	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage out-of-school youth who:*											
Graduated	50.8	66.9	60.8	55.8	57.0	6.3	31.8	68.6	---	58.4	53.5
	(4.3)	(3.6)	(3.5)	(2.5)	(3.5)	(5.6)	(4.0)	(2.1)		(2.8)	(2.9)
Dropped out	36.6	24.6	31.4	32.5	32.0	68.4	61.5	18.9	---	33.2	31.9
	(4.2)	(3.3)	(3.4)	(2.3)	(3.3)	(10.8)	(4.2)	(1.8)		(2.7)	(2.7)
Were suspended expelled	5.5	3.4	3.0	4.9	1.7	25.3	6.6	1.5	---	3.6	4.2
	(2.0)	(1.4)	(1.2)	(1.1)	(0.9)	(10.1)	(2.2)	(0.6)		(1.1)	(1.2)
Reached age limit	7.1	5.1	4.9	6.8	9.3	0.0	0.1	10.9	---	4.8	10.4
	(2.2)	(1.7)	(1.6)	(1.2)	(2.1)	(0.0)	(0.2)	(1.4)		(1.2)	(1.8)
Number of respondents	827	775	530	1880	1161	76	567	2405	0	1508	1533
Percentage of graduates receiving a regular diploma	73.3	78.7	76.9	76.0	73.1	---	86.1	73.5	---	75.1	76.3
	(6.0)	(4.5)	(4.4)	(3.3)	(4.7)		(5.7)	(2.8)		(3.4)	(3.8)
Number of respondents	389	429	271	880	574	10	188	1258	0	793	645
Percentage of dropouts whose parents reported they left school because:											
Not doing well in school	30.3	37.1	27.3	28.3	27.6	25.1	25.6	31.5	---	30.2	25.5
	(11.8)	(12.0)	(9.1)	(6.6)	(10.5)	(20.2)	(7.8)	(8.0)		(7.3)	(7.6)
Didn't like school/bored	26.7	27.6	34.1	31.6	27.7	34.5	37.7	21.0	---	26.1	35.6
	(11.3)	(11.1)	(9.6)	(6.8)	(10.5)	(22.1)	(8.6)	(7.0)		(7.0)	(8.3)
Had behavior problems	15.3	18.7	18.3	19.8	9.4	45.9	16.9	12.4	---	19.8	12.7
	(9.2)	(9.6)	(7.9)	(5.8)	(6.8)	(23.2)	(6.7)	(5.7)		(6.3)	(5.8)
Needed/found a job	9.2	6.2	10.1	11.9	3.9	17.0	10.2	7.5	---	9.8	8.9
	(7.4)	(6.0)	(6.1)	(4.7)	(4.5)	(17.5)	(5.4)	(4.5)		(4.7)	(4.9)
Got married/had a child	3.7	3.4	11.8	1.1	22.7	6.2	8.0	7.7	---	5.5	10.5
	(4.8)	(4.5)	(6.6)	(1.5)	(9.8)	(11.2)	(4.8)	(4.6)		(3.6)	(5.3)
Didn't get into program wanted	0.7	3.8	7.7	4.0	1.8	0.0	1.9	5.5	---	3.8	2.7
	(2.1)	(4.8)	(5.4)	(2.8)	(3.1)	(0.0)	(2.4)	(3.9)		(3.0)	(2.8)
Illness or disability	4.2	0.8	7.9	3.8	8.4	26.9	3.4	4.6	---	7.1	2.9
	(5.2)	(2.2)	(5.5)	(2.8)	(6.5)	(20.6)	(3.2)	(3.6)		(4.1)	(2.9)
Moved	0.8	0.8	0.0	0.6	2.7	9.0	0.9	0.6	---	1.1	1.3
	(2.3)	(2.2)	(0.3)	(1.1)	(3.8)	(13.3)	(1.7)	(1.3)		(1.7)	(2.0)
Friends were dropping out	0.0	0.1	0.6	0.6	0.0	3.0	0.0	0.6	---	0.3	0.5
	(0.0)	(0.7)	(1.6)	(1.1)	(0.0)	(8.0)	(0.0)	(1.3)		(0.9)	(1.2)
Other	36.2	32.2	41.6	33.2	32.1	22.7	33.0	34.0	---	40.5	23.6
	(12.3)	(11.6)	(10.0)	(6.9)	(10.9)	(19.5)	(8.4)	(8.2)		(7.8)	(7.4)
Number of respondents	109	85	73	244	119	26	163	174	0	193	170
Percentage of dropouts expected by parents to finish secondary school	28.7	29.3	24.6	28.3	29.8	47.9	31.0	23.5	---	38.8	18.3
	(12.3)	(11.2)	(9.1)	(6.6)	(11.4)	(23.2)	(8.5)	(7.4)		(8.1)	(6.6)
Number of respondents	96	86	68	243	105	26	151	171	0	174	174

* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37C: SECONDARY SCHOOL COMPLETION OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

School Completion	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	49.0	54.6	73.1	53.0	58.3	49.3	48.2	64.5	67.7
	(4.5)	(4.2)	(3.3)	(4.6)	(2.7)	(10.1)	(3.7)	(3.7)	(4.4)
Dropped out	36.5	33.9	18.5	30.4	31.2	36.9	37.8	25.5	22.6
	(4.4)	(4.0)	(2.9)	(4.3)	(2.5)	(9.7)	(3.6)	(3.4)	(4.0)
Were suspended expelled	5.5	3.8	1.4	6.0	2.7	7.1	5.9	1.8	1.6
	(2.1)	(1.6)	(0.9)	(2.2)	(0.9)	(5.2)	(1.7)	(1.1)	(1.2)
Reached age limit	9.0	7.6	7.0	10.5	7.8	6.7	8.2	8.2	8.1
	(2.6)	(2.2)	(1.9)	(2.9)	(1.4)	(5.1)	(2.0)	(2.1)	(2.6)
Number of respondents	560	707	968	615	1676	209	842	832	734
Percentage of graduates receiving a regular diploma	60.1	73.8	82.9	54.1	80.2	75.1	62.5	78.5	78.4
	(7.6)	(5.7)	(4.2)	(7.5)	(3.3)	(14.3)	(6.0)	(4.9)	(5.7)
Number of respondents	221	328	490	265	793	79	333	393	382
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	14.4	32.1	39.9	18.2	30.7	20.4	27.9	20.4	46.3
	(8.3)	(9.9)	(11.6)	(11.0)	(6.8)	(22.0)	(8.3)	(8.9)	(15.1)
Didn't like school/bored	33.9	32.2	21.5	25.6	33.6	13.8	26.7	41.3	22.1
	(11.2)	(9.9)	(9.8)	(12.4)	(7.0)	(18.8)	(8.1)	(10.9)	(12.6)
Had behavior problems	19.7	16.8	12.1	14.5	18.2	11.2	12.4	17.0	19.5
	(9.4)	(7.9)	(7.7)	(10.0)	(5.7)	(17.2)	(6.1)	(8.3)	(12.0)
Needed/found a job	12.0	8.8	9.2	14.3	9.7	0.1	6.0	13.9	10.2
	(7.7)	(6.0)	(6.9)	(9.9)	(4.4)	(1.8)	(4.4)	(7.6)	(9.2)
Got married/had a child	12.8	6.4	5.5	5.0	6.4	26.6	9.8	8.1	4.8
	(7.9)	(5.2)	(5.4)	(6.2)	(3.6)	(24.1)	(5.5)	(6.0)	(6.4)
Didn't get into program wanted	0.2	4.5	7.6	0.0	4.5	0.6	1.5	6.0	4.0
	(1.0)	(4.4)	(6.3)	(0.0)	(3.1)	(4.3)	(2.2)	(5.3)	(5.9)
Illness or disability	5.5	3.3	10.3	10.3	4.4	2.0	7.2	1.8	6.7
	(5.4)	(3.8)	(7.2)	(8.6)	(3.0)	(7.6)	(4.8)	(2.9)	(7.6)
Moved	0.0	2.0	2.2	1.5	0.9	3.9	1.3	0.5	2.5
	(0.0)	(3.0)	(3.5)	(3.5)	(1.4)	(10.5)	(2.1)	(1.6)	(4.8)
Friends were dropping out	0.7	0.5	0.0	1.3	0.3	0.0	0.4	0.7	0.1
	(2.0)	(1.5)	(0.0)	(3.2)	(0.8)	(0.0)	(1.1)	(1.9)	(0.9)
Other	35.4	27.1	42.1	32.4	34.1	25.6	22.7	41.3	42.4
	(11.3)	(9.4)	(11.7)	(13.3)	(7.0)	(23.8)	(7.7)	(10.9)	(15.0)
Number of respondents	96	125	107	75	249	29	151	117	80
Percentage of dropouts expected by parents to finish secondary school	26.7	26.5	35.2	37.7	28.3	13.2	21.9	37.5	28.2
	(10.8)	(9.4)	(12.2)	(13.6)	(6.8)	(21.2)	(7.8)	(10.9)	(14.1)
Number of respondents	91	123	93	77	239	22	143	112	75

* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Residential Independence Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage living:												
With parent(s)	88.4	89.8	83.4	90.8	87.5	86.9	89.9	83.7	91.2	90.4	76.7	68.8
	(0.9)	(1.4)	(2.1)	(1.9)	(1.4)	(2.2)	(2.1)	(2.2)	(1.9)	(2.1)	(3.2)	(6.7)
Alone	0.9	1.0	1.4	0.9	0.4	1.9	1.4	1.8	0.8	1.1	0.2	1.3
	(0.3)	(0.5)	(0.7)	(0.6)	(0.3)	(0.9)	(0.8)	(0.8)	(0.6)	(0.8)	(0.4)	(1.6)
With spouse/roommate	3.1	3.9	3.2	2.6	1.6	2.6	2.5	3.8	1.6	1.7	1.2	0.0
	(0.5)	(0.9)	(1.0)	(1.1)	(0.5)	(1.0)	(1.1)	(1.1)	(0.8)	(0.9)	(0.8)	(0.0)
With other family member	3.4	3.3	4.2	2.6	3.8	2.0	2.9	2.5	2.7	2.7	1.9	1.0
	(0.5)	(0.8)	(1.1)	(1.1)	(0.8)	(0.9)	(1.1)	(0.9)	(1.1)	(1.2)	(1.0)	(1.5)
In a residential/boarding school (not a college)	0.9	0.5	1.4	0.5	1.3	3.6	0.7	6.1	0.4	1.4	4.1	14.3
	(0.3)	(0.3)	(0.7)	(0.5)	(0.5)	(1.2)	(0.6)	(1.4)	(0.4)	(0.8)	(1.5)	(5.0)
In a college dormitory	0.1	0.1	0.0	0.4	0.1	1.6	1.2	0.9	0.5	0.0	0.0	0.0
	(0.1)	(0.1)	(0.0)	(0.4)	(0.1)	(0.8)	(0.7)	(0.6)	(0.5)	(0.0)	(0.0)	(0.0)
In a group home	1.0	0.0	1.7	1.5	2.8	0.9	0.9	0.2	1.3	2.2	6.1	8.6
	(0.3)	(0.1)	(0.7)	(0.8)	(0.7)	(0.6)	(0.6)	(0.3)	(0.8)	(1.0)	(1.8)	(4.0)
In a mental health facility or hospital/institution for the disabled	1.0	0.4	2.3	0.2	1.8	0.6	0.2	0.4	1.4	0.3	8.2	6.0
	(0.3)	(0.3)	(0.8)	(0.3)	(0.6)	(0.5)	(0.3)	(0.3)	(0.8)	(0.4)	(2.1)	(3.4)
In a correctional facility	0.5	0.4	1.4	0.3	0.6	0.0	0.2	0.0	0.0	0.0	0.1	0.0
	(0.2)	(0.3)	(0.7)	(0.4)	(0.3)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)
Other	0.5	0.7	1.0	0.2	0.1	0.1	0.1	0.5	0.2	0.3	1.3	0.0
	(0.2)	(0.4)	(0.6)	(0.3)	(0.1)	(0.2)	(0.3)	(0.4)	(0.3)	(0.4)	(0.9)	(0.0)
Number of respondents	7185	987	643	497	950	754	693	817	672	440	643	89
Percentage of institutionalized youth who have been in institutions:												
Less than 6 months	33.5	---	40.7	---	19.5	20.4	---	---	30.2	4.4	12.1	---
	(6.4)		(12.5)		(7.6)	(14.0)			(13.1)	(8.6)	(6.1)	
6 to 12 months	22.3	---	27.0	---	18.6	40.0	---	---	16.7	38.1	11.3	---
	(5.7)		(11.3)		(7.5)	(17.0)			(10.7)	(20.4)	(6.0)	
13 to 36 months	20.2	---	27.2	---	28.2	25.0	---	---	19.1	18.6	8.7	---
	(5.5)		(11.3)		(8.7)	(15.0)			(11.2)	(16.4)	(5.3)	
> 36 months	24.0	---	5.1	---	33.7	14.5	---	---	34.1	39.0	68.0	---
	(5.8)		(5.6)		(9.1)	(12.2)			(13.5)	(20.5)	(8.8)	
Number of respondents	275	9	32	9	52	15	6	7	21	16	95	13
Percentage making alterations to home to accommodate disability	0.5	0.1	0.1	0.0	0.8	0.6	0.0	0.0	7.5	3.8	6.2	0.0
	(0.2)	(0.1)	(0.1)	(0.0)	(0.4)	(0.5)	(0.0)	(0.0)	(1.8)	(1.4)	(1.9)	(0.0)
Number of respondents	6749	967	624	482	842	735	636	763	640	410	571	79

Source: Parent interviews.

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Residential Independence Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage living:											
With parent(s)	89.6	90.9	89.1	89.1	86.7	95.4	89.2	79.2	94.6	81.6	68.9
	(1.7)	(1.5)	(1.6)	(1.1)	(1.7)	(1.2)	(1.5)	(1.8)	(0.8)	(2.4)	(2.9)
Alone	0.8	0.5	0.9	1.1	0.5	0.0	0.6	2.3	0.2	1.4	3.6
	(0.5)	(0.4)	(0.5)	(0.4)	(0.3)	(0.0)	(0.4)	(0.7)	(0.1)	(0.7)	(1.2)
With spouse/roommate	1.7	2.6	4.4	2.6	4.3	0.5	2.4	7.1	0.5	4.6	12.6
	(0.7)	(0.8)	(1.1)	(0.6)	(1.0)	(0.4)	(0.7)	(1.1)	(0.3)	(1.3)	(2.1)
With other family member	4.4	2.3	3.0	3.3	3.8	1.8	3.5	5.2	2.0	6.9	6.1
	(1.2)	(0.8)	(0.9)	(0.6)	(0.9)	(0.7)	(0.9)	(1.0)	(0.5)	(1.6)	(1.5)
In a residential/boarding school (not a college)	0.5	0.6	0.5	0.9	1.0	0.4	1.2	1.1	0.9	0.8	1.1
	(0.4)	(0.4)	(0.4)	(0.3)	(0.5)	(0.4)	(0.5)	(0.5)	(0.4)	(0.6)	(0.6)
In a college dormitory	0.0	0.2	0.1	0.1	0.2	0.0	0.0	0.4	0.0	0.3	0.4
	(0.1)	(0.3)	(0.2)	(0.1)	(0.2)	(0.0)	(0.1)	(0.3)	(0.0)	(0.4)	(0.4)
In a group home	0.7	0.9	1.0	0.9	1.3	0.6	0.8	2.0	0.9	1.4	1.3
	(0.5)	(0.5)	(0.5)	(0.3)	(0.6)	(0.4)	(0.4)	(0.6)	(0.4)	(0.7)	(0.7)
In a mental health facility or hospital/institution for the disabled	1.2	0.4	0.6	1.0	1.1	1.0	0.7	1.5	0.3	1.6	3.6
	(0.6)	(0.3)	(0.4)	(0.4)	(0.5)	(0.6)	(0.4)	(0.5)	(0.2)	(0.8)	(1.2)
In a correctional facility	0.7	0.8	0.1	0.7	0.1	0.3	0.8	0.4	0.3	0.9	0.8
	(0.5)	(0.5)	(0.1)	(0.3)	(0.2)	(0.3)	(0.4)	(0.3)	(0.2)	(0.6)	(0.6)
Other	0.3	0.7	0.4	0.4	0.9	0.0	0.8	0.8	0.3	0.5	1.6
	(0.3)	(0.4)	(0.3)	(0.2)	(0.5)	(0.1)	(0.4)	(0.4)	(0.2)	(0.4)	(0.8)
Number of respondents	2278	1934	1143	4374	2810	1921	2375	2889	4436	1338	1378
Percentage of institutionalized youth who have been in institutions:											
Less than 6 months	38.3	43.0	44.8	37.2	26.0	33.2	47.9	22.4	45.4	52.7	5.0
	(13.2)	(15.7)	(15.8)	(8.2)	(9.8)	(13.6)	(14.1)	(6.8)	(12.1)	(13.6)	(4.2)
6 to 12 months	34.4	11.3	20.2	23.8	19.2	34.4	28.9	10.6	23.2	11.3	29.6
	(12.9)	(10.0)	(12.8)	(7.3)	(8.8)	(13.8)	(12.8)	(5.1)	(10.3)	(8.6)	(8.7)
13 to 36 months	12.4	27.6	14.9	16.9	27.1	20.9	7.1	30.1	13.5	19.0	29.0
	(9.0)	(14.2)	(11.3)	(6.4)	(10.0)	(11.8)	(7.3)	(7.5)	(8.3)	(10.7)	(8.7)
> 36 months	14.9	18.1	20.0	22.2	27.7	11.5	16.1	36.9	17.9	17.0	36.4
	(9.7)	(12.2)	(12.7)	(7.1)	(10.0)	(9.2)	(10.4)	(7.9)	(9.3)	(10.2)	(9.2)
Number of respondents	64	64	25	179	96	50	55	170	85	66	123
Percentage making alterations to home to accommodate disability	0.4	0.6	0.4	0.4	0.6	0.4	0.4	0.7	0.5	0.4	0.5
	(0.4)	(0.4)	(0.3)	(0.2)	(0.4)	(0.3)	(0.3)	(0.4)	(0.3)	(0.4)	(0.5)
Number of respondents	2204	1852	1089	4105	2644	1805	2242	2702	4234	1270	1237

Source: Parent interviews.

Table 38C: RESIDENTIAL INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Residential Independence Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	87.8	89.2	91.4	87.6	88.7	89.3	88.4	90.1	90.7
	(1.9)	(1.7)	(1.3)	(2.0)	(1.1)	(3.4)	(1.5)	(1.5)	(1.7)
Alone	1.0	0.2	1.4	0.9	1.0	0.1	0.8	1.1	0.7
	(0.6)	(0.3)	(0.6)	(0.6)	(0.3)	(0.3)	(0.4)	(0.5)	(0.5)
With spouse/roommate	3.2	4.1	2.4	1.0	3.6	4.7	3.5	3.0	2.6
	(1.0)	(1.1)	(0.7)	(0.6)	(0.7)	(2.3)	(0.9)	(0.9)	(0.9)
With other family member	5.2	3.9	1.1	7.1	2.4	2.3	4.2	3.4	2.1
	(1.3)	(1.0)	(0.5)	(1.5)	(0.5)	(1.6)	(1.0)	(0.9)	(0.8)
In a residential/boarding school (not a college)	0.6	0.9	0.9	0.4	1.0	1.9	1.0	0.4	1.2
	(0.5)	(0.5)	(0.5)	(0.4)	(0.3)	(1.5)	(0.5)	(0.3)	(0.7)
In a college dormitory	0.0	0.1	0.3	0.0	0.1	0.0	0.1	0.0	0.3
	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.2)	(0.1)	(0.1)	(0.3)
In a group home	0.7	0.7	1.1	0.5	1.3	0.6	0.5	0.8	1.5
	(0.5)	(0.5)	(0.5)	(0.4)	(0.4)	(0.8)	(0.4)	(0.5)	(0.7)
In a mental health facility or hospital/institution for the disabled	0.3	0.6	0.4	1.5	0.9	0.3	0.5	0.5	0.1
	(0.3)	(0.4)	(0.3)	(0.7)	(0.3)	(0.6)	(0.3)	(0.4)	(0.2)
In a correctional facility	0.9	0.2	0.3	1.0	0.3	0.5	0.5	0.6	0.1
	(0.6)	(0.2)	(0.3)	(0.6)	(0.2)	(0.8)	(0.3)	(0.4)	(0.2)
Other	0.2	0.2	0.6	0.0	0.7	0.4	0.6	0.1	0.5
	(0.3)	(0.2)	(0.4)	(0.1)	(0.3)	(0.7)	(0.4)	(0.1)	(0.4)
Number of respondents	1578	1929	2651	1673	4412	723	2261	2249	2125
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	63.7	53.1	44.9	40.8	26.1	---	49.2	64.4	34.8
	(16.1)	(18.9)	(15.7)	(15.0)	(6.6)		(15.5)	(16.6)	(13.8)
6 to 12 months	18.7	30.4	19.2	29.5	18.4	---	37.4	12.2	21.6
	(13.0)	(17.4)	(12.4)	(14.0)	(5.8)		(15.0)	(11.3)	(11.9)
13 to 36 months	8.0	10.6	25.2	5.7	29.3	---	4.4	14.8	26.2
	(9.1)	(11.7)	(13.7)	(7.1)	(6.8)		(6.4)	(12.3)	(12.8)
> 36 months	9.6	5.8	10.7	24.0	26.2	---	8.9	8.6	17.4
	(9.8)	(8.9)	(9.7)	(13.1)	(6.6)		(8.9)	(9.7)	(11.0)
Number of respondents	37	35	66	56	193	14	40	54	56
Percentage making alterations to home to accommodate disability	0.3	0.5	0.7	0.2	0.6	0.2	0.3	0.5	0.8
	(0.3)	(0.4)	(0.4)	(0.3)	(0.3)	(0.5)	(0.3)	(0.4)	(0.5)
Number of respondents	1492	1874	2639	1579	4261	674	2174	2204	2096

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Home-Care Independence	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage fixing own breakfast or lunch:												
Always	35.0	36.9	35.1	38.7	32.0	22.5	35.6	35.7	21.8	31.9	13.3	11.4
	(1.5)	(2.4)	(3.0)	(3.6)	(2.2)	(3.1)	(3.5)	(3.2)	(2.9)	(3.6)	(3.1)	(5.6)
Usually	20.8	22.7	23.6	21.7	15.4	22.4	23.0	25.8	15.9	22.0	8.8	8.1
	(1.3)	(2.1)	(2.7)	(3.0)	(1.7)	(3.1)	(3.1)	(2.9)	(2.6)	(3.2)	(2.5)	(4.8)
Sometimes	36.9	37.1	35.0	33.9	38.0	40.6	36.7	35.0	33.6	35.5	31.8	25.0
	(1.5)	(2.4)	(3.0)	(3.5)	(2.3)	(3.6)	(3.5)	(3.2)	(3.3)	(3.7)	(4.2)	(7.6)
Never	7.4	3.3	6.3	5.6	14.5	14.4	4.7	3.4	28.7	10.6	46.0	55.5
	(0.8)	(0.9)	(1.5)	(1.7)	(1.7)	(2.6)	(1.5)	(1.2)	(3.2)	(2.4)	(4.5)	(8.8)
Number of respondents	5883	816	501	409	786	626	608	645	594	371	467	60
Percentage buying items from a store on his/her own:												
Always	24.0	26.8	23.6	24.5	19.2	14.8	24.1	25.5	15.9	21.9	4.5	4.8
	(1.4)	(2.2)	(2.7)	(3.1)	(1.9)	(2.6)	(3.1)	(2.9)	(2.6)	(3.2)	(1.9)	(3.8)
Usually	17.0	18.9	15.3	17.1	13.7	15.9	18.5	24.1	10.9	18.2	4.8	5.6
	(1.2)	(2.0)	(2.3)	(2.7)	(1.7)	(2.7)	(2.8)	(2.9)	(2.2)	(3.0)	(1.9)	(4.1)
Sometimes	44.6	46.4	48.3	49.3	38.6	48.2	51.1	41.0	41.6	40.3	33.9	18.5
	(1.6)	(2.5)	(3.2)	(3.6)	(2.4)	(3.7)	(3.6)	(3.3)	(3.5)	(3.8)	(4.3)	(6.9)
Never	14.4	7.9	12.9	9.1	28.4	21.1	6.3	9.4	31.6	19.6	56.7	71.0
	(1.1)	(1.4)	(2.1)	(2.1)	(2.2)	(3.0)	(1.8)	(2.0)	(3.3)	(3.1)	(4.5)	(8.0)
Number of respondents	5863	813	496	409	781	625	610	643	594	368	464	60
Percentage doing laundry:												
Always	20.6	23.7	18.8	25.2	14.6	17.8	17.3	24.3	12.3	19.2	4.8	8.6
	(1.3)	(2.1)	(2.5)	(3.2)	(1.7)	(2.8)	(2.7)	(2.9)	(2.3)	(3.1)	(1.9)	(4.9)
Usually	8.9	9.8	8.6	7.3	6.9	13.5	8.3	16.7	9.1	9.0	2.8	3.1
	(0.9)	(1.5)	(1.8)	(1.9)	(1.2)	(2.5)	(2.0)	(2.5)	(2.0)	(2.2)	(1.5)	(3.0)
Sometimes	34.8	36.2	38.5	39.0	30.5	34.0	40.3	38.1	24.7	30.4	17.4	33.5
	(1.5)	(2.4)	(3.1)	(3.6)	(2.2)	(3.5)	(3.6)	(3.3)	(3.0)	(3.6)	(3.4)	(8.3)
Never	35.7	30.3	34.1	28.5	48.0	34.6	34.1	20.9	53.9	41.3	75.0	54.8
	(1.5)	(2.3)	(3.0)	(3.3)	(2.4)	(3.5)	(3.4)	(2.7)	(3.5)	(3.8)	(3.9)	(8.8)
Number of respondents	5876	813	501	409	786	623	610	644	594	370	466	60

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Home-Care Independence	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage fixing own breakfast or lunch:											
Always	37.3	36.6	30.7	34.0	37.2	31.5	36.8	37.1	33.2	39.9	39.1
	(2.7)	(2.6)	(2.5)	(1.8)	(2.7)	(2.7)	(2.5)	(2.4)	(1.8)	(3.4)	(3.7)
Usually	18.4	22.3	21.8	20.5	21.6	22.6	20.2	19.3	21.2	22.1	16.9
	(2.2)	(2.2)	(2.3)	(1.6)	(2.3)	(2.5)	(2.1)	(2.0)	(1.6)	(2.9)	(2.9)
Sometimes	35.7	35.1	39.9	38.2	33.8	38.6	36.4	35.1	38.1	31.9	36.0
	(2.7)	(2.5)	(2.7)	(1.9)	(2.6)	(2.9)	(2.5)	(2.4)	(1.9)	(3.3)	(3.7)
Never	8.5	6.1	7.5	7.3	7.5	7.4	6.6	8.5	7.5	6.1	8.0
	(1.6)	(1.3)	(1.4)	(1.0)	(1.4)	(1.5)	(1.3)	(1.4)	(1.0)	(1.7)	(2.1)
Number of respondents	2543	2066	1274	3590	2293	1727	2018	2138	3936	1045	902
Percentage buying items from a store on his/her own:											
Always	28.8	22.8	20.2	21.7	29.2	20.8	26.2	25.3	22.2	29.2	28.8
	(2.5)	(2.2)	(2.2)	(1.6)	(2.5)	(2.4)	(2.3)	(2.2)	(1.6)	(3.2)	(3.5)
Usually	16.9	16.9	17.3	17.9	15.0	16.0	18.2	16.7	16.6	17.3	19.1
	(2.1)	(2.0)	(2.1)	(1.5)	(2.0)	(2.2)	(2.0)	(1 9)	(1.5)	(2.7)	(3.0)
Sometimes	41.6	44.4	48.0	46.7	39.8	49.3	42.7	40.7	46.7	40.7	36.5
	(2.8)	(2.7)	(2.8)	(1.9)	(2.7)	(2.9)	(2.6)	(2.5)	(1.9)	(3.5)	(3.7)
Never	12.7	15.8	14.6	13.6	16.0	13.8	12.9	17.3	14.5	12.8	15.7
	(1.9)	(2.0)	(1.9)	(1.3)	(2.0)	(2.0)	(1.7)	(1.9)	(1.4)	(2.4)	(2.8)
Number of respondents	2535	2059	1269	3579	2284	1721	2012	2130	3924	1042	897
Percentage doing laundry:											
Always	27.5	18.5	15.5	15.9	31.3	20.8	19.3	22.3	19.1	24.9	24.4
	(2.5)	(2.1)	(2.0)	(1.4)	(2.5)	(2.4)	(2.0)	(2.1)	(1.5)	(3.0)	(3.3)
Usually	10.6	7.7	8.3	6.9	13.3	8.4	7.7	11.4	7.8	11.8	11.6
	(1.7)	(1.4)	(1.5)	(1.0)	(1.9)	(1.6)	(1.4)	(1.6)	(1.0)	(2.3)	(2.5)
Sometimes	32.4	33.8	38.4	35.4	33.5	33.7	37.8	31.8	35.7	30.6	34.5
	(2.6)	(2.5)	(2.7)	(1.9)	(2.6)	(2.8)	(2.5)	(2.3)	(1.9)	(3.2)	(3.6)
Never	29.5	40.1	37.8	41.9	21.9	37.1	35.3	34.5	37.4	32.6	29.5
	(2.6)	(2.6)	(2.7)	(1.9)	(2.3)	(2.8)	(2.5)	(2.4)	(1.9)	(3.3)	(3.5)
Number of respondents	2542	2063	1271	3581	2295	1724	2017	2135	3931	1045	900

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	32.2	36.9	35.4	41.1	33.2	32.8	34.1	36.5	34.5
	(3.0)	(2.8)	(2.4)	(3.2)	(1.8)	(5.5)	(2.4)	(2.6)	(3.0)
Usually	16.2	20.2	27.4	15.3	23.3	16.4	15.5	22.9	26.8
	(2.3)	(2.3)	(2.3)	(2.4)	(1.6)	(4.3)	(1.9)	(2.2)	(2.8)
Sometimes	42.2	36.3	31.9	36.1	36.3	42.4	42.3	34.1	31.5
	(3.1)	(2.8)	(2.4)	(3.2)	(1.9)	(5.8)	(2.5)	(2.5)	(2.9)
Never	9.4	6.7	5.3	7.6	7.2	8.4	8.2	6.6	7.3
	(1.8)	(1.4)	(1.1)	(1.7)	(1.0)	(3.2)	(1.4)	(1.3)	(1.6)
Number of respondents	1349	1695	2353	1406	3646	642	1982	1973	1858
Percentage buying items from a store on his/her own:									
Always	28.4	23.1	20.2	29.9	20.7	32.1	28.6	21.7	19.6
	(2.9)	(2.4)	(2.0)	(3.0)	(1.6)	(5.5)	(2.3)	(2.2)	(2.5)
Usually	14.1	16.9	20.4	15.4	18.2	12.0	13.2	18.5	20.7
	(2.2)	(2.2)	(2.0)	(2.4)	(1.5)	(3.8)	(1.7)	(2.1)	(2.5)
Sometimes	42.8	45.2	47.5	40.5	46.9	37.8	43.0	45.3	46.8
	(3.1)	(2.9)	(2.5)	(3.2)	(1.9)	(5.7)	(2.5)	(2.7)	(3.1)
Never	14.7	14.9	11.9	14.2	14.2	18.2	15.1	14.6	12.9
	(2.2)	(2.0)	(1.6)	(2.3)	(1.4)	(4.5)	(1.8)	(1.9)	(2.1)
Number of respondents	1346	1689	2349	1397	3634	641	1975	1961	1858
Percentage doing laundry:									
Always	24.2	20.7	16.1	31.6	15.2	31.1	21.9	18.9	21.2
	(2.7)	(2.3)	(1.9)	(3.1)	(1.4)	(5.4)	(2.1)	(2.1)	(2.6)
Usually	7.4	7.5	11.2	12.2	7.8	4.5	7.8	8.4	10.9
	(1.7)	(1.5)	(1.6)	(2.2)	(1.0)	(2.4)	(1.4)	(1.5)	(2.0)
Sometimes	32.3	36.1	38.5	33.5	36.2	27.1	33.5	36.0	35.6
	(3.0)	(2.8)	(2.5)	(3.1)	(1.9)	(5.2)	(2.4)	(2.6)	(3.0)
Never	36.1	35.8	34.2	22.7	40.8	37.4	36.8	36.7	32.3
	(3.0)	(2.8)	(2.4)	(2.8)	(1.9)	(5.7)	(2.5)	(2.6)	(2.9)
Number of respondents	1348	1693	2351	1404	3642	640	1982	1969	1856

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Home-Care Independence	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage straightening up own living area:												
Always	41.8	42.4	33.5	47.5	42.9	51.7	53.4	59.8	31.7	42.2	30.9	30.4
	(1.6)	(2.5)	(3.0)	(3.6)	(2.4)	(3.7)	(3.6)	(3.3)	(3.3)	(3.8)	(4.2)	(8.1)
Usually	15.4	16.6	13.9	14.9	13.6	14.2	12.4	16.3	14.3	16.1	8.2	6.6
	(1.1)	(1.9)	(2.2)	(2.6)	(1.7)	(2.6)	(2.4)	(2.5)	(2.5)	(2.9)	(2.5)	(4.4)
Sometimes	33.9	34.4	40.3	31.0	31.6	28.4	30.6	21.9	34.8	32.6	24.2	34.0
	(1.5)	(2.4)	(3.1)	(3.4)	(2.2)	(3.3)	(3.4)	(2.8)	(3.3)	(3.6)	(3.8)	(8.4)
Never	8.9	6.5	12.3	6.6	11.9	5.7	3.5	1.9	19.2	9.1	36.8	28.9
	(0.9)	(1.2)	(2.1)	(1.8)	(1.6)	(1.7)	(1.3)	(0.9)	(2.8)	(2.2)	(4.3)	(8.0)
Number of respondents	5886	814	501	409	785	627	613	645	595	371	466	60
Average overall home-care independence score:*												
4 to 8	28.2	23.6	28.0	20.6	37.8	32.2	19.9	13.0	50.0	32.2	69.3	69.1
	(1.4)	(2.2)	(2.9)	(3.0)	(2.3)	(3.4)	(2.9)	(2.3)	(3.5)	(3.7)	(4.2)	(8.2)
9 to 12	47.5	48.7	52.8	53.4	42.9	48.4	55.4	52.9	35.1	42.8	25.7	24.9
	(1.6)	(2.5)	(3.2)	(3.6)	(2.4)	(3.7)	(3.6)	(3.4)	(3.4)	(3.9)	(3.9)	(7.6)
13 to 15	18.2	20.7	14.2	17.9	14.7	14.7	21.2	26.7	9.8	19.9	3.5	4.1
	(1.2)	(2.1)	(2.2)	(2.8)	(1.7)	(2.6)	(3.0)	(3.0)	(2.1)	(3.1)	(1.7)	(3.5)
16	6.1	7.0	5.0	8.1	4.7	4.7	3.5	7.4	5.1	5.1	1.6	1.9
	(0.8)	(1.3)	(1.4)	(2.0)	(1.0)	(1.6)	(1.3)	(1.8)	(1.5)	(1.7)	(1.1)	(2.4)
Number of respondents	5836	806	496	409	779	621	606	638	593	365	463	60

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Home-Care Independence	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage straightening up own living area:											
Always	44.3	39.9	41.2	38.0	50.5	40.4	41.3	44.6	41.5	43.6	41.5
	(2.8)	(2.6)	(2.7)	(1.9)	(2.7)	(2.9)	(2.5)	(2.5)	(1.9)	(3.5)	(3.8)
Usually	11.5	19.2	15.6	15.1	16.0	16.0	15.6	14.3	15.6	13.7	16.5
	(1.8)	(2.1)	(2.0)	(1.4)	(2.0)	(2.2)	(1.9)	(1.8)	(1.4)	(2.4)	(2.8)
Sometimes	34.0	33.2	34.5	37.5	25.8	36.0	33.9	31.0	34.7	32.6	30.9
	(2.7)	(2.5)	(2.6)	(1.9)	(2.4)	(2.8)	(2.4)	(2.3)	(1.9)	(3.3)	(3.5)
Never	10.2	7.6	8.8	9.4	7.8	7.6	9.2	10.2	8.2	10.2	11.2
	(1.7)	(1.4)	(1.6)	(1.1)	(1.5)	(1.6)	(1.5)	(1.5)	(1.1)	(2.1)	(2.4)
Number of respondents	2547	2065	1274	3590	2296	1728	2019	2139	3939	1045	902
Average overall home-care independence score:*											
4 to 8	24.6	28.5	31.8	31.7	20.6	27.6	28.5	28.7	28.5	26.4	28.7
	(2.4)	(2.4)	(2.6)	(1.8)	(2.2)	(2.6)	(2.3)	(2.3)	(1.8)	(3.1)	(3.5)
9 to 12	46.0	50.2	46.2	47.9	46.4	51.5	46.0	43.9	49.3	43.3	41.9
	(2.8)	(2.7)	(2.8)	(1.9)	(2.7)	(3.0)	(2.6)	(2.5)	(2.0)	(3.5)	(3.8)
13 to 15	21.6	15.1	17.7	16.1	22.9	16.8	19.1	18.7	17.1	21.2	20.5
	(2.3)	(1.9)	(2.1)	(1.4)	(2.3)	(2.2)	(2.0)	(2.0)	(1.5)	(2.9)	(3.1)
16	7.8	6.1	4.4	4.3	10.1	4.0	6.4	8.6	5.1	9.1	8.9
	(1.5)	(1.3)	(1.1)	(0.8)	(1.7)	(1.2)	(1.3)	(1.4)	(0.9)	(2.0)	(2.2)
Number of respondents	2519	2052	1265	3558	2278	1714	2001	2121	3905	1037	894

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	43.5	38.1	41.5	50.7	38.6	39.9	40.6	41.6	44.2
	(3.1)	(2.8)	(2.5)	(3.3)	(1.9)	(5.7)	(2.5)	(2.6)	(3.1)
Usually	12.5	16.9	18.2	10.0	17.4	13.0	14.5	16.6	14.9
	(2.1)	(2.2)	(2.0)	(2.0)	(1.5)	(3.9)	(1.8)	(2.0)	(2.2)
Sometimes	33.1	36.9	32.1	32.2	34.2	38.9	36.9	32.2	31.8
	(3.0)	(2.8)	(2.4)	(3.1)	(1.8)	(5.7)	(2.5)	(2.5)	(2.9)
Never	10.9	8.2	8.1	7.0	9.7	8.2	8.0	9.7	9.2
	(2.0)	(1.6)	(1.4)	(1.7)	(1.1)	(3.2)	(1.4)	(1.6)	(1.8)
Number of respondents	1349	1699	2353	1404	3647	643	1984	1971	1861
Average overall home-care independence score:*									
4 to 8	30.7	29.2	24.2	22.7	30.3	29.4	30.2	27.6	25.6
	(2.9)	(2.6)	(2.2)	(2.8)	(1.8)	(5.3)	(2.4)	(2.4)	(2.8)
9 to 12	43.5	46.3	54.6	45.4	49.8	36.0	45.2	48.5	50.2
	(3.2)	(2.9)	(2.5)	(3.3)	(1.9)	(5.6)	(2.6)	(2.7)	(3.2)
13 to 15	18.2	19.2	16.0	20.7	15.3	30.0	18.4	17.9	18.6
	(2.5)	(2.3)	(1.9)	(2.7)	(1.4)	(5.4)	(2.0)	(2.1)	(2.5)
16	7.7	5.2	5.2	11.1	4.6	4.6	6.3	6.0	5.6
	(1.7)	(1.3)	(1.1)	(2.1)	(0.8)	(2.5)	(1.2)	(1.3)	(1.5)
Number of respondents	1339	1682	2340	1393	3619	637	1966	1957	1846

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Financial Independence	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Percentage of in-school youth receiving allowance or other money they control	75.8	81.0	79.0	76.1	63.6	73.8	82.1	80.6	73.2	59.3	49.2	37.0
	(1.6)	(2.5)	(3.1)	(3.8)	(2.8)	(3.6)	(3.2)	(3.0)	(3.7)	(4.3)	(4.6)	(9.9)
Number of respondents	4268	509	335	280	536	496	457	472	427	291	422	43
Percentage of out-of-school youth who had:												
Savings account	41.4	44.4	33.4	49.2	36.6	42.6	53.7	44.5	42.0	50.3	30.6	35.6
	(2.7)	(4.0)	(4.9)	(6.8)	(4.1)	(6.5)	(6.8)	(5.1)	(6.4)	(8.1)	(8.9)	(12.0)
Checking account	6.7	8.1	5.1	7.6	3.6	12.8	5.3	11.7	6.5	13.1	4.2	5.7
	(1.4)	(2.2)	(2.3)	(3.6)	(1.6)	(4.4)	(3.1)	(3.3)	(3.2)	(5.5)	(3.9)	(5.8)
Other investments	0.4	0.4	0.8	1.9	0.0	0.3	0.8	0.3	0.2	0.0	1.9	3.4
	(0.3)	(0.5)	(0.9)	(1.9)	(0.0)	(0.7)	(1.2)	(0.6)	(0.5)	(0.0)	(2.6)	(4.6)
Credit card in own name	6.4	8.1	5.0	14.4	2.4	4.1	14.5	2.5	10.6	8.9	0.0	0.0
	(1.3)	(2.2)	(2.3)	(4.7)	(1.3)	(2.6)	(4.8)	(1.6)	(4.0)	(4.6)	(0.0)	(0.0)
None of these	48.9	44.2	58.1	38.0	57.7	44.2	39.6	42.0	50.9	36.3	63.0	55.2
	(2.7)	(4.0)	(5.1)	(6.5)	(4.1)	(6.5)	(6.6)	(5.0)	(6.5)	(7.8)	(9.3)	(12.5)
Number of respondents	1880	316	180	119	250	196	175	255	173	85	97	29
Percentage of out-of-school youth living independently who received financial support from family for living expenses	21.4	17.1	21.3	42.1	31.2	26.8	23.8	24.4	---	---	26.2	---
	(5.4)	(7.2)	(9.6)	(17.7)	(11.5)	(11.5)	(15.0)	(10.1)			(18.2)	
Number of respondents	321	58	36	17	29	50	26	50	14	14	21	6

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40B: FINANCIAL INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

	Community			Gender		Age in 1987			School Status		
Financial Independence	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage of in-school youth receiving allowance or other money they control	71.8	81.0	77.1	78.3	70.7	77.3	76.4	66.2	75.8	---	---
	(3.1)	(2.6)	(2.8)	(1.9)	(2.8)	(2.4)	(2.3)	(4.0)	(1.6)		
Number of respondents	1482	1182	690	2561	1707	1770	1786	712	4268	0	0
Percentage of out-of-school youth who had:											
Savings account	40.4	50.2	40.2	44.0	35.9	---	37.8	42.7	---	47.6	36.4
	(5.8)	(5.0)	(5.0)	(3.3)	(4.5)		(6.8)	(2.8)		(3.8)	(3.4)
Checking account	2.7	5.5	9.2	5.7	8.9	---	7.3	6.5	---	4.7	8.4
	(1.9)	(2.3)	(2.9)	(1.6)	(2.7)		(3.7)	(1.4)		(1.6)	(2.0)
Other investments	0.0	1.0	0.1	0.4	0.2	---	0.0	0.4	---	0.1	0.6
	(0.2)	(1.0)	(0.4)	(0.4)	(0.4)		(0.0)	(0.4)		(0.3)	(0.5)
Credit card in own name	4.5	6.6	9.4	6.1	7.2	---	1.5	7.6	---	3.5	8.9
	(2.4)	(2.5)	(3.0)	(1.6)	(2.4)		(1.7)	(1.5)		(1.4)	(2.0)
None of these	54.7	42.3	46.2	47.8	51.4	---	53.2	47.5	---	46.4	51.0
	(5.8)	(4.9)	(5.0)	(3.3)	(4.7)		(6.9)	(2.8)		(3.7)	(3.5)
Number of respondents	516	520	290	1147	733	13	262	1605	0	852	1028
Percentage of out-of-school youth living independently who received financial support from family for living expenses	43.4	26.1	18.6	21.4	21.4	---	29.4	19.9	---	40.1	16.8
	(17.0)	(11.6)	(9.3)	(6.9)	(9.0)		(17.5)	(5.4)		(11.6)	(5.5)
Number of respondents	61	75	53	185	136	2	35	284	0	86	235

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40C: FINANCIAL INDEPENDENCE OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Financial Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	72.1	76.2	81.8	72.6	79.9	54.0	71.5	78.5	79.7
	(3.3)	(2.9)	(2.3)	(3.5)	(1.8)	(6.5)	(2.7)	(2.6)	(2.9)
Number of respondents	1007	1200	1670	1011	2624	501	1401	1399	1378
Percentage of out-of-school youth who had:									
Savings account	18.1	39.0	62.4	23.2	48.0	27.7	23.2	48.2	59.4
	(4.6)	(5.1)	(4.2)	(5.1)	(3.3)	(11.1)	(4.0)	(4.7)	(5.4)
Checking account	6.2	7.3	7.4	1.6	7.7	12.1	6.0	7.8	6.2
	(2.9)	(2.7)	(2.3)	(1.5)	(1.7)	(8.1)	(2.3)	(2.5)	(2.6)
Other investments	0.0	0.0	0.9	0.1	0.5	0.0	0.1	0.7	0.3
	(0.2)	(0.2)	(0.8)	(0.4)	(0.5)	(0.0)	(0.3)	(0.8)	(0.6)
Credit card in own name	3.4	5.0	10.8	2.7	7.9	3.3	4.8	6.8	8.9
	(2.2)	(2.3)	(2.7)	(1.9)	(1.8)	(4.4)	(2.0)	(2.4)	(3.1)
None of these	71.6	50.0	28.1	70.3	41.7	58.3	67.8	39.9	33.2
	(5.4)	(5.1)	(3.8)	(5.4)	(3.2)	(12.1)	(4.4)	(4.6)	(5.1)
Number of respondents	373	522	814	413	1263	139	565	651	617
Percentage of out-of-school youth living independently who received financial support from family for living expenses	14.7	17.0	33.8	27.5	23.4	1.3	25.0	5.8	43.3
	(10.6)	(9.5)	(9.9)	(16.0)	(6.3)	(6.9)	(10.2)	(5.3)	(13.2)
Number of respondents	60	87	137	47	244	24	93	111	103

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Social Experiences	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage getting together with friends:												
Less than once a week	12.7	7.5	9.5	11.8	23.3	17.8	15.1	12.7	25.2	26.1	42.6	56.6
	(1.0)	(1.3)	(1.7)	(2.3)	(2.0)	(2.6)	(2.5)	(2.1)	(3.0)	(3.3)	(3.9)	(7.8)
Once a week	11.1	9.7	9.3	12.8	13.4	16.6	13.1	12.4	17.3	18.7	17.9	10.5
	(0.9)	(1.4)	(1.7)	(2.3)	(1.6)	(2.5)	(2.4)	(2.0)	(2.6)	(2.9)	(3.0)	(4.8)
2 to 3 times a week	26.6	27.9	21.0	27.2	26.6	27.1	29.5	27.1	28.0	22.3	17.8	18.9
	(1.3)	(2.2)	(2.4)	(3.1)	(2.0)	(3.0)	(3.2)	(2.8)	(3.1)	(3.1)	(3.0)	(6.2)
4 to 5 times a week	15.9	17.7	16.9	15.7	12.2	12.5	18.2	16.4	12.4	12.3	7.8	3.9
	(1.1)	(1.8)	(2.2)	(2.5)	(1.5)	(2.3)	(2.7)	(2.3)	(2.3)	(2.4)	(2.1)	(3.0)
More than 5 times a week	33.7	37.2	43.3	32.4	24.5	26.0	24.2	31.4	17.1	20.6	13.9	10.1
	(1.4)	(2.3)	(2.9)	(3.3)	(2.0)	(3.0)	(3.0)	(2.9)	(2.6)	(3.0)	(2.7)	(4.7)
Number of respondents	6570	900	576	454	855	707	660	742	635	410	557	74
Percentage belonging to:												
No school/community group	62.0	58.5	69.3	51.6	69.4	50.4	57.1	46.2	62.2	66.1	70.8	69.5
	(1.4)	(2.3)	(2.6)	(3.4)	(2.1)	(3.4)	(3.4)	(3.0)	(3.3)	(3.5)	(3.6)	(7.0)
Sports team	20.2	22.7	16.1	24.0	15.5	18.9	26.8	38.8	13.5	11.9	16.0	21.4
	(1.2)	(2.0)	(2.1)	(2.9)	(1.6)	(2.7)	(3.1)	(2.9)	(2.3)	(2.4)	(2.9)	(6.3)
Performing group	5.2	5.5	5.3	10.5	3.6	16.8	4.6	8.0	5.2	4.8	1.4	2.9
	(0.6)	(1.1)	(1.3)	(2.1)	(0.8)	(2.5)	(1.5)	(1.6)	(1.5)	(1.6)	(0.9)	(2.6)
Community/church group	17.6	19.2	13.4	21.2	14.8	24.2	18.1	16.8	19.7	17.4	11.2	12.6
	(1.1)	(1.9)	(2.0)	(2.8)	(1.6)	(2.9)	(2.7)	(2.2)	(2.7)	(2.8)	(2.5)	(5.1)
School subject club	1.4	2.0	0.5	1.5	0.6	3.7	1.1	0.8	1.5	1.5	0.4	0.0
	(0.3)	(0.7)	(0.4)	(0.8)	(0.3)	(1.3)	(0.7)	(0.5)	(0.8)	(0.9)	(0.5)	(0.0)
Fraternity/sorority or other social club	2.4	1.9	1.6	4.6	2.3	7.8	4.4	7.1	7.8	7.4	5.1	0.0
	(0.7)	(1.0)	(1.1)	(2.3)	(1.1)	(3.3)	(2.5)	(2.5)	(3.2)	(3.6)	(3.5)	(0.0)
Hobby club	1.6	1.7	1.6	3.0	0.9	3.6	0.9	3.3	2.0	1.0	1.4	0.0
	(0.5)	(0.8)	(1.0)	(1.5)	(0.6)	(1.5)	(0.8)	(1.4)	(1.2)	(0.9)	(1.1)	(0.0)
Student government	0.3	0.2	0.1	2.1	0.1	1.7	0.5	1.8	1.2	0.0	0.0	2.6
	(0.1)	(0.2)	(0.2)	(1.0)	(0.1)	(0.9)	(0.5)	(0.8)	(0.7)	(0.0)	(0.0)	(2.4)
Volunteer service group	0.6	0.4	0.9	0.7	0.7	1.8	1.0	1.0	1.0	2.0	0.6	0.0
	(0.2)	(0.3)	(0.5)	(0.6)	(0.4)	(0.9)	(0.7)	(0.6)	(0.7)	(1.0)	(0.6)	(0.0)
Vocational club	2.0	2.6	1.3	1.3	0.9	1.2	2.3	1.8	0.7	1.5	1.1	2.6
	(0.4)	(0.8)	(0.7)	(0.8)	(0.4)	(0.7)	(1.0)	(0.8)	(0.6)	(0.9)	(0.8)	(2.4)
Other	3.4	3.6	3.3	2.1	2.8	4.2	3.1	5.3	4.8	3.7	2.5	2.9
	(0.5)	(0.9)	(1.0)	(1.0)	(0.8)	(1.4)	(1.2)	(1.3)	(1.5)	(1.4)	(1.2)	(2.6)
Number of respondents	6747	931	605	461	870	727	675	765	643	418	573	79

Source: Parent interviews

Table 418: SOCIAL EXPERIENCES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Social Experiences	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage getting together with friends:											
Less than once a week	10.1	11.1	14.6	11.2	16.0	12.6	11.7	14.1	13.6	11.5	9.3
	(1.8)	(1.7)	(1.9)	(1.2)	(1.9)	(1.9)	(1.6)	(1.6)	(1.3)	(2.1)	(2.0)
Once a week	10.8	11.1	10.0	8.9	15.9	12.2	9.2	12.3	10.9	11.4	11.7
	(1.8)	(1.7)	(1.6)	(1.1)	(1.9)	(1.9)	(1.4)	(1.5)	(1.2)	(2.1)	(2.2)
2 to 3 times a week	24.0	24.7	31.0	24.9	30.5	21.6	30.1	28.0	25.3	28.3	31.0
	(2.5)	(2.4)	(2.5)	(1.6)	(2.4)	(2.4)	(2.3)	(2.1)	(1.7)	(3.0)	(3.2)
4 to 5 times a week	15.6	19.6	14.5	18.1	11.3	15.9	15.7	16.4	16.6	14.2	14.8
	(2.2)	(2.2)	(1.9)	(1.4)	(1.6)	(2.1)	(1.8)	(1.7)	(1.4)	(2.3)	(2.4)
More than 5 times a week	39.4	33.4	29.9	37.0	26.3	37.8	33.4	29.2	33.6	34.6	33.0
	(2.9)	(2.6)	(2.5)	(1.8)	(2.3)	(2.8)	(2.3)	(2.1)	(1.8)	(3.1)	(3.2)
Number of respondents	2159	1793	1055	3979	2591	1807	2192	2571	4192	1215	1163
Percentage belonging to:											
No school/community group	68.2	57.5	57.4	62.9	60.1	54.8	61.4	71.3	56.3	69.7	80.5
	(2.7)	(2.6)	(2.6)	(1.7)	(2.4)	(2.8)	(2.3)	(2.0)	(1.8)	(2.9)	(2.6)
Sports team	15.0	21.9	24.3	22.3	15.6	26.3	20.8	12.5	24.2	13.0	9.4
	(2.0)	(2.2)	(2.3)	(1.5)	(1.8)	(2.4)	(1.9)	(1.5)	(1.6)	(2.1)	(1.9)
Performing group	5.0	5.0	5.7	3.5	9.1	8.2	4.8	2.4	6.7	2.8	1.2
	(1.2)	(1.2)	(1.2)	(0.7)	(1.4)	(1.5)	(1.0)	(0.7)	(0.9)	(1.0)	(0.7)
Community/church group	16.3	21.5	17.8	16.4	20.1	21.5	16.0	15.0	20.2	13.5	9.9
	(2.1)	(2.2)	(2.0)	(1.3)	(2.0)	(2.3)	(1.8)	(1.6)	(1.5)	(2.1)	(1.9)
School subject club	2.2	1.2	1.1	0.9	2.7	1.4	1.8	0.9	1.9	0.8	0.0
	(0.8)	(0.6)	(0.6)	(0.3)	(0.8)	(0.7)	(0.6)	(0.4)	(0.5)	(0.6)	(0.1)
Fraternity/sorority or other social club	2.4	3.0	1.8	2.1	2.9	0.0	1.7	2.7	0.0	2.5	2.3
	(1.5)	(1.5)	(1.2)	(0.9)	(1.4)	(0.0)	(1.4)	(0.8)	(0.0)	(1.0)	(1.0)
Hobby club	0.8	0.8	2.8	1.4	2.1	2.0	1.2	1.2	1.6	0.0	0.0
	(0.6)	(0.6)	(1.1)	(0.5)	(0.9)	(0.8)	(0.6)	(0.9)	(0.5)	(0.0)	(0.0)
Student government	0.2	0.3	0.3	0.3	0.2	0.2	0.5	0.1	0.4	0.0	0.0
	(0.2)	(0.3)	(0.3)	(0.2)	(0.2)	(0.2)	(0.3)	(0.1)	(0.2)	(0.1)	(0.0)
Volunteer service group	0.2	1.4	0.4	0.3	1.2	0.5	0.6	0.7	0.5	1.4	0.3
	(0.2)	(0.6)	(0.3)	(0.2)	(0.6)	(0.4)	(0.4)	(0.4)	(0.3)	(0.7)	(0.4)
Vocational club	1.0	1.8	3.4	2.0	1.9	2.4	2.9	0.2	2.7	0.2	0.4
	(0.6)	(0.7)	(1.0)	(0.5)	(0.7)	(0.8)	(0.8)	(0.2)	(0.6)	(0.3)	(0.4)
Other	3.7	2.8	3.7	3.2	3.9	2.9	4.2	2.9	3.0	7.4	0.6
	(1.1)	(0.9)	(1.0)	(0.6)	(1.0)	(0.9)	(1.0)	(0.7)	(0.6)	(1.6)	(0.5)
Number of respondents	2198	1833	1064	4091	2656	1834	2244	2669	4282	1245	1220

Source: Parent interviews

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	13.4	13.0	10.7	10.1	12.8	21.7	12.8	10.7	15.0
	(2.0)	(1.8)	(1.5)	(1.9)	(1.2)	(4.6)	(1.6)	(1.6)	(2.1)
Once a week	10.6	11.0	11.3	9.9	10.6	17.4	10.3	11.3	12.4
	(1.8)	(1.7)	(1.5)	(1.9)	(1.1)	(4.2)	(1.5)	(1.6)	(2.0)
2 to 3 times a week	25.7	27.4	27.7	24.4	26.9	26.8	25.6	29.4	23.6
	(2.6)	(2.4)	(2.2)	(2.7)	(1.6)	(5.0)	(2.1)	(2.3)	(2.5)
4 to 5 times a week	13.9	15.9	19.2	15.8	16.2	14.5	13.4	17.2	18.8
	(2.1)	(2.0)	(1.9)	(2.3)	(1.3)	(3.9)	(1.7)	(1.9)	(2.3)
More than 5 times a week	36.4	32.6	31.1	39.8	33.5	19.6	37.8	31.4	30.2
	(2.9)	(2.6)	(2.2)	(3.1)	(1.7)	(4.5)	(2.4)	(2.4)	(2.7)
Number of respondents	1506	1873	2596	1541	4129	687	2159	2176	2082
Percentage belonging to:									
No school/community group	69.7	64.4	49.7	64.5	58.7	78.2	72.0	61.0	44.8
	(2.7)	(2.6)	(2.4)	(2.9)	(1.8)	(4.6)	(2.2)	(2.5)	(2.9)
Sports team	15.3	18.8	26.9	19.6	21.8	12.3	15.4	21.5	27.5
	(2.1)	(2.1)	(2.1)	(2.4)	(1.5)	(3.6)	(1.7)	(2.1)	(2.6)
Performing group	3.5	5.0	8.1	6.0	5.3	2.5	3.3	5.7	8.3
	(1.1)	(1.2)	(1.3)	(1.5)	(0.8)	(1.7)	(0.9)	(1.2)	(1.6)
Community/church group	14.0	15.7	24.0	17.4	19.0	6.0	10.4	18.3	29.6
	(2.0)	(2.0)	(2.0)	(2.3)	(1.4)	(2.6)	(1.5)	(2.0)	(2.7)
School subject club	1.5	0.8	1.8	1.9	1.4	0.1	0.9	1.4	2.3
	(0.7)	(0.5)	(0.6)	(0.8)	(0.4)	(0.4)	(0.5)	(0.6)	(0.9)
Fraternity/sorority or other social club	0.8	1.1	5.3	0.5	3.2	1.4	1.0	1.8	6.1
	(0.9)	(0.9)	(1.8)	(0.7)	(1.0)	(2.4)	(0.8)	(1.1)	(2.4)
Hobby club	0.5	1.9	1.9	0.9	2.1	0.7	0.6	1.6	3.5
	(0.5)	(0.9)	(0.8)	(0.7)	(0.7)	(1.1)	(0.5)	(0.8)	(1.3)
Student government	0.1	0.1	0.6	0.2	0.2	0.8	0.1	0.1	0.8
	(0.2)	(0.2)	(0.4)	(0.3)	(0.2)	(1.0)	(0.1)	(0.2)	(0.5)
Volunteer service group	0.1	0.6	1.2	0.7	0.6	0.1	0.2	0.4	1.5
	(0.2)	(0.4)	(0.5)	(0.5)	(0.3)	(0.3)	(0.2)	(0.3)	(0.7)
Vocational club	1.3	2.9	2.0	0.4	2.7	1.0	1.9	1.1	3.7
	(0.7)	(0.9)	(0.7)	(0.4)	(0.6)	(1.1)	(0.6)	(0.5)	(1.1)
Other	3.2	2.5	4.7	2.4	3.7	3.3	2.3	4.0	4.3
	(1.0)	(0.8)	(1.0)	(0.9)	(0.7)	(2.0)	(0.7)	(1.0)	(1.2)
Number of respondents	1561	1914	2637	1600	4221	707	2236	2229	2118

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Social Experiences	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage ever arrested	12.1	12.5	25.2	7.1	8.3	3.2	6.6	3.6	3.0	5.3	2.4	0.0
	(0.9)	(1.6)	(2.5)	(1.8)	(1.2)	(1.2)	(1.7)	(1.1)	(1.2)	(1.6)	(1.2)	(0.0)
Number of respondents	6790	935	605	463	884	732	676	775	644	420	577	79
Percentage of out-of-school youth who were *												
Single, never married	91.8	90.1	94.2	92.7	94.3	94.2	85.8	92.1	93.9	92.3	100	96.6
	(1.4)	(2.5)	(2.6)	(3.4)	(2.0)	(2.9)	(4.8)	(2.7)	(3.4)	(4.5)	(0.0)	(4.4)
Engaged	1.5	1.1	1.4	2.7	2.0	1.8	7.5	3.1	4.0	1.4	0.0	3.4
	(0.6)	(0.9)	(1.3)	(2.2)	(1.2)	(1.6)	(3.6)	(1.7)	(2.8)	(2.0)	(0.0)	(4.4)
Married	6.4	8.5	3.6	4.2	3.7	3.6	6.8	4.7	1.9	6.2	0.0	0.0
	(1.3)	(2.3)	(2.0)	(2.7)	(1.6)	(2.3)	(3.4)	(2.1)	(1.9)	(4.1)	(0.0)	(0.0)
Divorced/separated	0.3	0.3	0.9	0.3	0.0	0.4	0.0	0.0	0.2	0.0	0.0	0.0
	(0.3)	(0.4)	(1.0)	(0.7)	(0.0)	(0.8)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)
Number of respondents	1949	337	191	126	258	199	179	266	175	90	99	29

* See Appendix for percentage of youth that were out of secondary school

Source: Parent interviews

Table 418: SOCIAL EXPERIENCES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Social Experiences	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage ever arrested	14.1	10.5	9.0	15.8	4.2	7.7	15.8	12.5	9.0	16.7	21.2
	(2.0)	(1.6)	(1.5)	(1.3)	(1.0)	(1.5)	(1.7)	(1.4)	(1.1)	(2.3)	(2.6)
Number of respondents	2208	1834	1074	4112	2678	1837	2250	2703	4285	1266	1239
Percentage of out-of-school youth who were:*											
Single, never married	95.4	94.2	86.0	95.5	83.9	---	90.3	92.2	---	97.3	87.6
	(2.4)	(2.2)	(3.4)	(1.3)	(3.3)		(3.9)	(1.5)		(1.3)	(2.3)
Engaged	2.1	0.8	2.0	0.8	3.1	---	2.0	1.4	---	1.1	1.9
	(1.6)	(0.9)	(1.4)	(0.6)	(1.6)		(1.9)	(0.7)		(0.8)	(0.9)
Married	2.5	4.5	11.8	3.5	12.7	---	7.7	6.1	---	1.3	10.4
	(1.8)	(2.0)	(3.1)	(1.2)	(3.0)		(3.6)	(1.4)		(0.9)	(2.1)
Divorced/separated	0.0	0.5	0.2	0.3	0.2	---	0.0	0.3	---	0.4	0.2
	(0.2)	(0.7)	(0.5)	(0.3)	(0.4)		(0.0)	(0.3)		(0.5)	(0.3)
Number of respondents	535	536	304	1190	759	14	268	1667	0	871	1078

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	14.5	12.9	9.9	17.0	9.6	13.6	15.0	10.9	9.5
	(2.1)	(1.8)	(1.4)	(2.3)	(1.1)	(3.8)	(1.7)	(1.6)	(1.7)
Number of respondents	1576	1927	2642	1616	4243	711	2257	2240	2124
Percentage of out-of-school youth who were:*									
Single, never married	89.2	89.2	95.7	96.7	91.0	82.4	87.8	92.4	98.5
	(3.5)	(3.0)	(1.7)	(2.0)	(1.8)	(9.1)	(2.9)	(2.3)	(1.2)
Engaged	1.8	0.9	1.7	1.5	1.7	0.0	0.8	1.9	0.5
	(1.5)	(0.9)	(1.1)	(1.4)	(0.8)	(0.0)	(0.8)	(1.2)	(0.7)
Married	9.0	9.7	2.5	1.8	6.9	17.6	10.9	5.7	0.9
	(3.2)	(2.8)	(1.3)	(1.5)	(1.6)	(9.1)	(2.8)	(2.0)	(1.0)
Divorced/separated	0.0	0.2	0.1	0.0	0.4	0.0	0.6	0.0	0.1
	(0.0)	(0.4)	(0.3)	(0.2)	(0.4)	(0.0)	(0.7)	(0.1)	(0.4)
Number of respondents	381	539	828	432	1304	145	588	668	630

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Postsecondary Education	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage taking any post-secondary education course in the past year	14.4	15.6	14.8	26.4	8.4	30.3	25.6	34.5	19.0	25.0	3.1	9.6
	(1.6)	(2.5)	(3.0)	(4.8)	(2.0)	(5.5)	(5.3)	(4.5)	(4.6)	(5.7)	(2.6)	(6.6)
Number of respondents	2557	429	284	184	354	236	223	302	218	130	161	36
Percentage taking in past year:												
Postsecondary vocational courses	10.2	10.9	13.2	10.9	8.0	8.2	9.1	12.5	6.7	10.1	1.0	10.0
	(1.5)	(2.3)	(3.0)	(3.5)	(2.0)	(3.4)	(3.6)	(3.2)	(3.0)	(4.1)	(1.6)	(6.9)
2-year college courses	4.4	4.8	4.2	15.2	1.1	10.0	13.2	14.4	8.8	10.9	2.2	0.0
	(1.0)	(1.5)	(1.8)	(4.1)	(0.8)	(3.7)	(4.2)	(3.4)	(3.4)	(4.3)	(2.4)	(0.0)
4-year college courses	1.5	1.5	0.8	4.7	0.2	14.7	4.7	9.3	4.2	6.0	0.7	0.0
	(0.6)	(0.9)	(0.7)	(2.3)	(0.4)	(4.2)	(2.5)	(2.8)	(2.3)	(3.1)	(1.2)	(0.0)
Number of respondents	2383	402	252	169	333	222	211	289	208	121	142	33
Average number courses taken in the past year by students in a:												
Postsecondary vocational program	3.9	3.7	4.4	4.0	4.3	---	2.7	3.5	---	---	---	---
	(0.4)	(0.5)	(0.9)	(1.0)	(0.8)		(1.1)	(0.9)				
Number of respondents	200	42	24	16	22	12	22	34	13	9	3	3
2-year college	4.7	4.4	4.4	4.9	---	4.7	6.8	6.9	4.4	---	---	---
	(0.5)	(0.7)	(1.2)	(0.9)		(1.0)	(1.0)	(1.2)	(1.5)			
Number of respondents	200	30	15	22	2	26	22	43	22	13	5	0
4-year college	6.4	---	---	---	---	7.0	---	7.0	---	---	---	---
	(0.6)					(0.9)		(0.9)				
Number of respondents	111	6	2	9	1	37	12	23	11	8	2	0
Percentage taking courses in the past year who earned a:												
Postsecondary vocational degree/license	49.9	55.4	33.5	41.3	---	---	37.7	48.2	---	---	---	---
	(8.2)	(10.6)	(13.9)	(17.6)			(18.6)	(14.0)				
2-year college degree/license	7.7	9.3	0.0	24.2	---	---	0.0	1.7	---	---	---	---
	(4.4)	(7.6)	(0.0)	(13.8)			(0.0)	(3.2)				
Number of respondents	206	31	16	17	3	14	22	35	13	10	3	3
Percentage with postsecondary grade point average												
3.25 to 4.0	15.8	15.1	14.2	19.4	12.1	36.3	33.6	25.6	30.5	16.6	---	---
	(4.3)	(6.5)	(7.3)	(8.8)	(8.4)	(11.1)	(11.0)	(7.3)	(10.3)	(9.8)		
2.75 to 3.24	14.9	10.7	18.9	16.8	27.3	10.0	13.2	19.9	19.9	16.4	---	---
	(4.2)	(5.6)	(8.2)	(8.4)	(11.5)	(6.9)	(7.9)	(6.6)	(9.0)	(9.8)		
2.25 to 2.74	27.4	29.7	15.7	25.5	27.8	24.3	20.1	26.2	30.8	42.3	---	---
	(5.2)	(8.2)	(7.6)	(9.7)	(11.6)	(9.9)	(9.3)	(7.3)	(10.4)	(13.0)		
1.75 to 2.24	19.2	23.3	21.3	13.8	3.8	11.2	22.1	12.3	15.5	11.5	---	---
	(4.6)	(7.6)	(8.5)	(7.7)	(5.0)	(7.3)	(9.7)	(5.5)	(8.1)	(8.4)		
1.74 or lower	22.8	21.2	29.8	24.5	29.0	18.2	11.0	16.0	3.3	13.2	---	---
	(4.9)	(7.4)	(9.5)	(9.6)	(11.7)	(8.9)	(7.3)	(6.1)	(4.0)	(8.9)		
Number of respondents	491	74	48	44	27	68	54	91	40	31	11	3

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Postsecondary Education	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage taking any post-secondary education course in the past year	14.0	17.3	11.6	15.0	13.0	8.3	11.1	16.0	---	14.2	14.6
	(3.4)	(3.4)	(2.8)	(2.0)	(2.7)	(7.8)	(3.3)	(1.9)		(2.2)	(2.2)
Number of respondents	724	663	406	1573	983	71	477	2009	0	1270	1267
Percentage taking in past year:											
Postsecondary vocational courses	9.8	11.0	10.4	11.0	8.4	4.2	10.8	10.3	---	12.3	8.1
	(3.1)	(2.9)	(2.7)	(1.9)	(2.3)	(7.3)	(3.5)	(1.6)		(2.1)	(1.8)
2-year college courses	5.3	5.2	2.5	4.8	3.3	0.0	2.1	5.3	---	3.0	5.9
	(2.3)	(2.0)	(1.4)	(1.3)	(1.5)	(0.0)	(1.6)	(1.2)		(1.1)	(1.5)
4-year college courses	0.8	3.0	0.3	1.0	2.5	5.2	0.4	1.7	---	0.9	2.1
	(0.9)	(1.5)	(0.4)	(0.6)	(1.3)	(6.2)	(0.6)	(0.7)		(0.6)	(0.9)
Number of respondents	667	625	379	1463	917	43	404	1935	0	1166	1200
Average number courses taken in the past year by students in a Postsecondary vocational program	4.1	3.8	3.6	4.0	3.7	---	3.7	4.0	---	3.5	4.8
	(1.0)	(0.7)	(0.8)	(0.5)	(0.9)		(1.1)	(0.5)		(0.5)	(0.7)
Number of respondents	53	54	35	131	69	4	34	162	0	123	77
2-year college	3.9	5.3	---	4.4	5.5	---	2.0	5.0	---	3.1	5.4
	(0.8)	(1.0)		(0.6)	(0.9)		(0.6)	(0.5)		(0.5)	(0.6)
Number of respondents	60	58	13	125	75	0	22	178	0	70	129
4-year college	6.3	6.2	---	6.9	6.0	---	---	7.3	---	3.4	7.9
	(1.2)	(1.2)		(0.7)	(1.1)			(0.6)		(0.6)	(0.5)
Number of respondents	35	33	4	59	52	1	11	99	0	23	88
Percentage taking courses in the past year who earned a Postsecondary vocational degree/license	30.8	62.7	---	57.2	26.5	---	45.4	52.7	---	64.9	25.0
	(16.6)	(15.0)		(9.6)	(13.2)		(19.1)	(8.7)		(9.3)	(10.7)
2-year college degree/license	7.0	0.0	---	9.9	0.3	---	11.6	7.2	---	5.9	8.5
	(8.5)	(0.0)		(6.0)	(1.5)		(15.5)	(4.3)		(6.1)	(5.5)
Number of respondents	55	54	13	129	73	4	22	172	0	72	84
Percentage with postsecondary grade point average											
3.25 to 4.0	22.7	9.0	22.6	12.3	28.1	---	19.2	13.9	---	12.4	20.5
	(10.2)	(5.7)	(9.1)	(4.4)	(10.3)		(9.4)	(4.6)		(5.2)	(7.0)
2.75 to 3.24	6.0	17.5	15.3	15.1	14.3	---	8.7	17.7	---	18.0	10.6
	(5.8)	(7.6)	(7.9)	(4.8)	(8.0)		(6.7)	(5.1)		(6.0)	(5.4)
2.25 to 2.74	29.0	32.7	24.1	29.2	20.8	---	32.3	25.4	---	31.7	21.4
	(11.0)	(9.4)	(9.3)	(6.2)	(9.3)		(11.1)	(5.8)		(7.3)	(7.2)
1.75 to 2.24	14.6	22.9	15.4	17.4	25.2	---	15.6	20.6	---	13.4	27.1
	(8.6)	(8.4)	(7.9)	(5.1)	(10.0)		(8.6)	(5.4)		(5.4)	(7.8)
1.24 or lower	27.7	18.0	22.6	26.0	11.5	---	24.1	22.4	---	24.5	20.3
	(10.9)	(7.7)	(9.1)	(5.9)	(7.3)		(10.2)	(5.6)		(6.8)	(7.0)
Number of respondents	138	139	57	313	178	6	87	398	0	219	269

Source: Parent interviews

Table 42C: POSTSECONDARY EDUCATION OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Postsecondary Education	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any post-secondary education course in the past year	9.4	12.9	21.0	15.3	13.6	18.9	10.6	14.6	22.3
	(2.9)	(3.0)	(3.2)	(3.6)	(2.0)	(8.0)	(2.4)	(2.9)	(4.2)
Number of respondents	559	715	964	601	1628	204	845	837	731
Percentage taking in past year:									
Postsecondary vocational courses	8.6	10.4	10.6	14.2	9.0	9.2	8.6	10.9	11.6
	(2.9)	(2.8)	(2.5)	(3.7)	(1.7)	(6.1)	(2.3)	(2.7)	(3.3)
2-year college courses	1.6	3.4	9.3	2.8	4.6	6.3	2.0	4.1	9.8
	(1.3)	(1.7)	(2.3)	(1.7)	(1.3)	(5.1)	(1.1)	(1.7)	(3.1)
4-year college courses	0.1	1.1	2.9	0.2	1.7	4.0	0.8	1.2	3.7
	(0.3)	(0.9)	(1.3)	(0.5)	(0.8)	(4.0)	(0.7)	(0.9)	(1.9)
Number of respondents	521	664	922	553	1523	193	788	783	700
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	4.7	4.1	3.5	3.6	4.3	2.5	4.0	3.7	4.3
	(1.0)	(0.9)	(0.6)	(0.8)	(0.6)	(1.5)	(0.8)	(0.7)	(1.0)
Number of respondents	47	57	78	61	115	18	69	68	58
2-year college	4.5	4.8	4.7	3.5	4.7	5.1	3.2	5.3	4.8
	(1.8)	(0.7)	(0.7)	(0.8)	(0.6)	(1.3)	(0.9)	(1.0)	(0.8)
Number of respondents	19	44	122	38	135	16	35	54	106
4-year college	---	6.8	7.1	5.3	7.0	---	4.5	5.6	7.8
		(1.0)	(1.0)	(1.4)	(0.7)		(0.8)	(1.2)	(0.9)
Number of respondents	12	27	65	16	84	7	20	30	61
Percentage taking courses in the past year who earned a:									
Postsecondary vocational degree/license	51.6	41.9	57.6	36.5	61.4	12.5	51.0	51.8	47.9
	(16.3)	(15.1)	(13.5)	(14.8)	(10.4)	(21.7)	(13.3)	(14.3)	(17.1)
2-year college degree/license	10.3	3.2	7.8	6.2	9.5	0.0	15.4	0.0	10.1
	(14.7)	(6.3)	(5.9)	(9.1)	(5.9)	(0.0)	(13.6)	(0.0)	(7.9)
Number of respondents	23	43	81	43	120	18	36	56	63
Percentage with postsecondary grade point average:									
3.25 to 4.0	10.2	20.4	16.0	14.7	13.5	39.3	13.2	17.3	16.7
	(8.5)	(9.2)	(6.0)	(9.3)	(4.7)	(23.6)	(7.4)	(7.5)	(7.4)
2.75 to 3.24	15.8	10.7	15.3	17.3	14.5	7.8	8.1	17.0	17.4
	(10.3)	(7.0)	(5.9)	(9.9)	(4.9)	(12.9)	(5.9)	(7.4)	(7.5)
2.25 to 2.74	24.3	34.2	24.1	15.2	31.4	35.8	35.5	26.7	21.8
	(12.1)	(10.8)	(7.0)	(9.4)	(6.4)	(23.1)	(10.4)	(8.8)	(8.2)
1.75 to 2.24	12.0	13.7	28.1	8.9	24.0	3.8	14.3	13.3	30.9
	(9.2)	(7.8)	(7.3)	(7.5)	(5.9)	(9.2)	(7.6)	(6.7)	(9.2)
1.74 or lower	37.7	21.0	16.5	43.8	16.6	13.2	28.9	25.6	13.2
	(13.6)	(9.2)	(6.1)	(13.0)	(5.2)	(16.3)	(9.9)	(8.7)	(6.7)
Number of respondents	79	131	247	112	324	36	123	154	206

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Employment Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage of youth working for pay in past year	60.4	67.4	67.3	52.7	45.8	47.4	62.1	56.3	32.0	45.6	32.1	37.0
	(1.4)	(2.2)	(2.6)	(3.4)	(2.2)	(3.4)	(3.3)	(2.9)	(3.1)	(3.6)	(3.7)	(7.3)
Number of respondents	6918	962	625	478	903	736	685	790	651	423	585	80
Percentage of youth who currently had:												
No employment	44.2	37.5	44.7	49.7	55.9	51.7	45.6	47.1	64.7	53.0	68.3	67.2
	(1.5)	(2.3)	(2.8)	(3.4)	(2.2)	(3.3)	(3.4)	(3.0)	(3.3)	(3.6)	(3.6)	(6.9)
Volunteer work only	8.2	9.2	8.6	10.3	5.7	13.8	5.3	8.0	9.5	6.5	4.5	3.0
	(0.8)	(1.4)	(1.6)	(2.1)	(1.0)	(2.3)	(1.6)	(1.6)	(2.0)	(1.8)	(1.6)	(2.5)
Workstudy only	8.0	6.0	4.8	4.6	13.9	12.4	4.2	14.1	10.4	11.3	15.1	15.4
	(0.8)	(1.1)	(1.2)	(1.4)	(1.6)	(2.2)	(1.4)	(2.1)	(2.1)	(2.3)	(2.7)	(5.3)
Sheltered work only	1.6	0.7	1.0	1.6	3.9	3.8	2.6	2.4	2.1	2.6	3.8	7.1
	(0.4)	(0.4)	(0.6)	(0.9)	(0.9)	(1.3)	(1.1)	(0.9)	(1.0)	(1.2)	(1.5)	(3.8)
Part time competitive work	24.6	29.3	30.1	25.4	13.1	10.9	30.7	16.3	11.1	19.0	6.3	7.3
	(1.3)	(2.1)	(2.6)	(3.0)	(1.5)	(2.1)	(3.2)	(2.2)	(2.1)	(2.9)	(1.9)	(3.8)
Full time competitive work	13.4	17.4	10.9	8.3	7.4	7.5	11.6	12.1	2.3	7.6	2.0	0.0
	(1.0)	(1.8)	(1.8)	(1.9)	(1.2)	(1.7)	(2.2)	(1.9)	(1.0)	(1.9)	(1.1)	(0.0)
Number of respondents	6929	948	622	469	906	739	679	785	653	423	620	85
Percentage of employed youth with:												
1 paid job	87.5	86.7	87.4	83.9	91.1	88.5	81.6	90.1	94.3	94.4	98.8	---
	(1.5)	(2.2)	(2.8)	(4.0)	(2.5)	(4.1)	(4.2)	(3.4)	(5.1)	(3.3)	(2.4)	
2 or more paid jobs	12.5	13.3	12.6	16.1	8.9	11.5	18.4	9.9	5.7	5.6	1.2	---
	(1.5)	(2.2)	(2.8)	(4.0)	(2.5)	(4.1)	(4.2)	(3.4)	(5.1)	(3.3)	(2.4)	
Number of respondents	2238	512	289	192	244	169	285	229	104	121	83	10
Percentage with paid job earning an hourly rate of												
< $3.00	19.8	17.9	18.7	21.0	30.8	25.5	19.4	7.1	16.0	21.7	35.4	---
	(2.0)	(2.6)	(3.6)	(4.8)	(4.5)	(6.1)	(4.5)	(3.2)	(8.3)	(6.3)	(10.5)	
$3.00 to $3.99	42.8	40.4	49.6	48.0	44.7	56.9	51.6	57.4	66.8	56.1	33.3	---
	(2.5)	(3.3)	(4.6)	(5.9)	(4.9)	(7.0)	(5.7)	(6.1)	(10.6)	(7.6)	(10.4)	
$4.00 to $4.99	17.0	18.5	12.5	15.1	14.5	9.5	14.4	16.9	7.9	11.3	7.9	---
	(1.9)	(2.6)	(3.0)	(4.2)	(3.4)	(4.1)	(4.0)	(4.6)	(6.1)	(4.8)	(5.9)	
$5.00 or more	20.4	23.1	19.1	15.8	9.9	8.1	14.5	18.6	9.3	10.9	23.4	---
	(2.0)	(2.9)	(3.6)	(4.3)	(2.9)	(3.8)	(4.0)	(4.8)	(6.5)	(4.8)	(9.3)	
Number of respondents	1948	464	244	165	192	147	262	206	98	102	61	7
Average wage of employed youth	3.80	4.00	3.70	3.40	3.30	3.30	3.50	4.00	3.80	3.30	3.30	---
	(0.10)	(0.10)	(0.20)	(0.20)	(0.20)	(0.30)	(0.20)	(0.20)	(0.80)	(0.20)	(0.50)	
Number of respondents	1948	464	244	165	192	147	262	206	98	102	61	7

Source: Parent Interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Employment Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage of youth working for pay in past year	49.8	67.7	65.3	65.9	48.6	47.4	66.5	67.5	56.0	70.5	69.4
	(2.8)	(2.5)	(2.5)	(1.7)	(2.5)	(2.7)	(2.2)	(2.0)	(1.8)	(2.8)	(2.9)
Number of respondents	2227	1872	1114	4199	2718	1860	2291	2767	4342	1292	1283
Percentage of youth who currently had:											
No employment	51.0	36.1	42.2	39.8	53.6	51.5	40.0	41.3	45.0	39.7	45.3
	(2.9)	(2.6)	(2.6)	(1.8)	(2.5)	(2.8)	(2.4)	(2.2)	(1.9)	(3.1)	(3.2)
Volunteer work only	9.0	8.6	8.5	8.1	8.5	10.3	8.8	5.2	9.3	7.9	3.9
	(1.7)	(1.5)	(1.5)	(1.0)	(1.4)	(1.7)	(1.4)	(1.0)	(1.1)	(1.7)	(1.2)
Workstudy only	9.3	7.8	6.5	7.0	10.2	6.1	9.8	7.8	10.8	3.4	0.6
	(1.7)	(1.4)	(1.3)	(0.9)	(1.5)	(1.4)	(1.4)	(1.2)	(1.2)	(1.1)	(0.5)
Sheltered work only	1.0	1.6	1.9	1.8	1.3	0.1	0.5	4.7	0.6	3.6	3.8
	(0.6)	(0.7)	(0.7)	(0.5)	(0.6)	(0.2)	(0.4)	(0.9)	(0.3)	(1.2)	(1.2)
Part time competitive work	22.5	29.1	25.0	27.4	18.4	26.6	27.1	19.2	26.7	23.1	17.2
	(2.4)	(2.4)	(2.3)	(1.6)	(2.0)	(2.5)	(2.2)	(1.7)	(1.7)	(2.7)	(2.4)
Full time competitive work	7.1	16.9	15.8	15.9	8.0	5.5	13.8	21.8	7.5	22.4	29.2
	(1.5)	(2.0)	(2.0)	(1.3)	(1.4)	(1.3)	(1.7)	(1.8)	(1.0)	(2.6)	(2.9)
Number of respondents	2238	1868	1092	4209	2720	1863	2285	2781	4305	1298	1326
Percentage of employed youth with:											
1 paid job	93.0	87.8	82.0	87.2	88.5	80.8	89.7	90.1	85.3	90.3	91.0
	(2.7)	(2.5)	(3.1)	(1.8)	(3.1)	(4.0)	(2.3)	(2.0)	(2.3)	(2.7)	(2.5)
2 or more paid jobs	7.0	12.2	18.0	12.8	11.5	19.2	10.3	9.9	14.7	9.7	9.0
	(2.7)	(2.5)	(3.1)	(1.8)	(3.1)	(4.0)	(2.3)	(2.0)	(2.3)	(2.7)	(2.5)
Number of respondents	598	743	458	1570	668	461	765	1012	1137	521	580
Percentage with paid job earning an hourly rate of:											
< $3.00	18.0	20.0	22.4	17.4	28.2	37.1	13.2	13.3	25.1	11.2	11.9
	(4.4)	(3.3)	(3.6)	(2.2)	(4.8)	(5.2)	(2.7)	(2.5)	(3.0)	(3.1)	(3.1)
$3.00 to $3.99	47.0	39.0	44.3	41.9	45.8	42.7	48.2	35.9	48.9	34.3	32.3
	(5.7)	(4.0)	(4.3)	(2.8)	(5.3)	(5.4)	(4.0)	(3.5)	(3.5)	(4.7)	(4.5)
$4.00 to $4.99	16.1	16.3	17.1	17.3	15.8	8.4	18.7	22.3	11.7	25.7	24.8
	(4.2)	(3.0)	(3.3)	(2.2)	(3.9)	(3.0)	(3.1)	(3.1)	(2.2)	(4.3)	(4.2)
$5.00 or more	19.0	24.7	16.2	23.3	10.2	11.8	19.9	28.5	14.3	28.8	31.0
	(4.5)	(3.6)	(3.2)	(2.4)	(3.2)	(3.5)	(3.2)	(3.3)	(2.4)	(4.5)	(4.5)
Number of respondents	514	665	406	1375	573	414	696	838	1027	447	473
Average wage of employed youth	4.10	4.00	3.60	4.00	3.30	3.20	3.90	4.30	3.50	4.50	4.30
	(0.30)	(0.20)	(0.10)	(0.10)	(0.20)	(0.20)	(0.10)	(0.20)	(0.10)	(0.30)	(0.20)
Number of respondents	514	665	406	1375	573	414	696	838	1027	447	473

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	51.6	60.5	69.8	45.1	67.9	44.5	54.8	64.1	64.8
	(2.9)	(2.6)	(2.2)	(3.0)	(1.7)	(5.5)	(2.4)	(2.4)	(2.8)
Number of respondents	1584	1931	2656	1627	4301	716	2266	2254	2130
Percentage of youth who currently had:									
No employment	52.5	44.1	32.5	59.3	36.6	58.6	51.1	41.7	32.9
	(2.9)	(2.7)	(2.2)	(3.0)	(1.7)	(5.4)	(2.4)	(2.5)	(2.8)
Volunteer work only	7.0	9.4	9.3	6.3	8.7	7.2	6.5	7.4	12.9
	(1.5)	(1.6)	(1.4)	(1.5)	(1.0)	(2.8)	(1.2)	(1.3)	(2.0)
Workstudy only	10.5	5.5	8.0	8.4	7.5	10.3	7.7	8.4	8.5
	(1.8)	(1.2)	(1.3)	(1.7)	(0.9)	(3.3)	(1.3)	(1.4)	(1.6)
Sheltered work only	1.4	1.6	2.0	0.8	1.9	1.5	1.6	1.7	1.4
	(0.7)	(0.7)	(0.7)	(0.5)	(0.5)	(1.3)	(0.6)	(0.7)	(0.7)
Part time competitive work	21.0	24.4	30.9	17.2	28.9	15.6	21.5	25.3	30.2
	(2.4)	(2.3)	(2.2)	(2.3)	(1.6)	(4.0)	(2.0)	(2.2)	(2.7)
Full time competitive work	7.6	15.0	17.3	8.1	16.4	6.7	11.6	15.4	14.1
	(1.5)	(1.9)	(1.8)	(1.7)	(1.3)	(2.7)	(1.5)	(1.8)	(2.0)
Number of respondents	1583	1929	2652	1647	4337	718	2262	2253	2126
Percentage of employed youth with:									
1 paid job	93.4	89.5	82.6	96.0	85.0	98.1	92.2	83.3	87.2
	(2.7)	(2.6)	(2.6)	(2.4)	(1.9)	(2.9)	(2.2)	(2.8)	(3.0)
2 or more paid jobs	6.6	10.5	17.4	4.0	15.0	1.9	7.8	16.7	12.8
	(2.7)	(2.6)	(2.6)	(2.4)	(1.9)	(2.9)	(2.2)	(2.8)	(3.0)
Number of respondents	368	618	1057	367	1661	142	597	789	788
Percentage with paid job earning an hourly rate of									
< $3.00	15.8	24.2	16.3	15.1	20.4	20.0	18.3	19.6	22.4
	(4.4)	(3.9)	(2.7)	(5.1)	(2.3)	(9.0)	(3.5)	(3.2)	(3.9)
$3.00 to $3.99	57.8	40.8	39.3	55.4	41.1	42.8	47.7	39.5	42.4
	(6.0)	(4.5)	(3.6)	(7.0)	(2.8)	(11.1)	(4.6)	(3.9)	(4.6)
$4.00 to $4.99	10.9	18.9	18.6	10.6	17.4	28.5	17.3	18.2	14.8
	(3.8)	(3.6)	(2.8)	(4.4)	(2.1)	(10.1)	(3.5)	(3.1)	(3.3)
$5.00 or more	15.5	16.1	25.7	18.9	21.1	8.7	16.7	22.8	20.4
	(4.4)	(3.4)	(3.2)	(5.5)	(2.3)	(6.3)	(3.4)	(3.4)	(3.8)
Number of respondents	311	530	954	298	1448	123	502	692	696
Average wage of employed youth	4.00	3.60	4.00	4.20	3.80	3.50	3.80	3.90	3.80
	(0.40)	(0.20)	(0.10)	(0.50)	(0.10)	(0.30)	(0.20)	(0.20)	(0.20)
Number of respondents	311	530	954	298	1448	123	502	692	696

Source: Parent Interviews

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Continued)

Employment Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Percentage of employed youth working at:												
Lawn work or odd jobs	13.4	12.5	17.3	13.7	15.6	5.5	11.1	9.9	7.4	10.0	10.0	---
	(1.7)	(2.2)	(3.2)	(3.7)	(3.2)	(3.3)	(3.4)	(3.4)	(4.5)	(4.2)	(6.4)	
Waiter/waitress, busboy, cook	16.7	16.8	19.1	19.1	14.6	16.0	19.2	15.6	8.3	10.8	3.9	---
	(1.9)	(2.4)	(3.3)	(4.2)	(3.1)	(5.3)	(4.3)	(4.1)	(4.8)	(4.3)	(4.1)	
Babysitting/child care	8.4	8.5	4.7	8.3	10.5	15.8	13.9	7.4	9.8	10.5	1.5	---
	(1.4)	(1.8)	(1.8)	(3.0)	(2.7)	(5.3)	(3.8)	(3.0)	(5.1)	(4.2)	(2.6)	
Farm/agricultural work	7.9	9.3	5.3	6.0	4.7	0.2	3.2	5.2	0.5	3.7	1.4	---
	(1.4)	(1.9)	(1.9)	(2.6)	(1.9)	(0.7)	(1.9)	(2.5)	(1.3)	(2.6)	(2.5)	
Factory work	4.7	3.1	2.9	3.8	12.1	11.5	7.4	8.2	7.3	7.7	27.2	---
	(1.1)	(1.1)	(1.4)	(2.1)	(2.9)	(4.6)	(2.8)	(3.1)	(4.5)	(3.7)	(9.5)	
Skilled trade	11.1	13.3	8.9	8.3	4.2	3.1	5.4	9.2	2.9	4.4	3.8	---
	(1.6)	(2.2)	(2.4)	(3.0)	(1.8)	(2.5)	(2.5)	(3.3)	(2.9)	(2.8)	(4.1)	
Other manual labor	30.2	29.8	30.5	28.1	33.5	27.0	27.9	28.6	19.5	26.6	18.3	---
	(2.3)	(3.0)	(3.9)	(4.8)	(4.1)	(6.4)	(4.9)	(5.1)	(6.8)	(6.1)	(8.2)	
Sales, store clerk, cashier	4.6	5.2	4.0	5.9	1.2	2.3	3.4	1.4	17.7	12.0	9.8	---
	(1.1)	(1.4)	(1.6)	(2.5)	(1.0)	(2.2)	(2.0)	(1.3)	(6.6)	(4.5)	(6.3)	
Office/clerical work	3.4	2.7	4.3	8.1	2.8	12.2	8.2	17.7	16.3	14.8	3.1	---
	(0.9)	(1.1)	(1.7)	(2.9)	(1.4)	(4.7)	(3.0)	(4.3)	(6.4)	(4.9)	(3.7)	
Hospital work/health care	0.9	0.6	1.2	0.3	1.5	1.7	5.5	0.4	1.9	0.0	4.5	---
	(0.5)	(0.5)	(0.9)	(0.6)	(1.1)	(1.9)	(2.5)	(0.7)	(2.3)	(0.0)	(4.4)	
Other	10.2	10.7	13.3	12.9	4.4	10.3	10.2	10.7	10.2	7.4	17.7	---
	(1.5)	(2.0)	(2.8)	(3.6)	(1.8)	(4.4)	(3.3)	(3.5)	(5.2)	(3.6)	(8.1)	
Number of respondents	2155	497	283	188	232	161	274	213	99	118	80	10
Of youth working for pay, percentage working:												
< 10 hours/week	17.0	15.5	19.5	20.2	20.8	18.1	21.0	12.6	23.3	20.5	28.9	---
	(1.8)	(2.4)	(3.5)	(4.6)	(3.7)	(5.1)	(4.6)	(3.9)	(9.4)	(6.0)	(10.0)	
10 to 21 hours/week	21.6	20.8	22.4	27.8	23.1	22.0	26.2	20.9	30.8	22.9	15.0	---
	(2.0)	(2.7)	(3.7)	(5.2)	(3.9)	(5.5)	(5.0)	(4.8)	(10.3)	(6.2)	(7.9)	
22 to 34 hours/week	22.6	22.9	26.3	24.0	17.3	16.3	24.5	19.8	26.1	26.9	29.3	---
	(2.0)	(2.8)	(3.9)	(4.9)	(3.5)	(4.9)	(4.8)	(4.7)	(9.7)	(6.6)	(10.0)	
35 hours/week or more	38.8	40.9	31.9	28.0	38.7	43.6	28.3	46.7	19.7	29.8	26.8	---
	(2.4)	(3.3)	(4.2)	(5.2)	(4.5)	(6.5)	(5.1)	(5.9)	(8.8)	(6.8)	(9.8)	
Number of respondents	2084	483	253	173	221	164	270	221	100	110	79	10
Average hours per week worked by paid workers	26.6	27.2	25.5	23.8	25.2	25.8	23.9	29.0	21.0	24.9	23.4	---
	(0.7)	(0.9)	(1.2)	(1.6)	(1.3)	(2.0)	(1.6)	(1.6)	(2.3)	(2.0)	(3.0)	
Number of respondents	2084	483	253	173	221	164	270	221	100	110	79	10

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Employment Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Percentage of employed youth working at:											
Lawn work or odd jobs	9.8	12.0	17.4	16.2	3.2	26.0	10.2	6.7	17.6	8.4	5.3
	(3.3)	(2.8)	(3.1)	(2.2)	(1.8)	(4.9)	(2.5)	(1.8)	(2.8)	(2.7)	(2.2)
Waiter/waitress, busboy, cook	20.8	16.8	13.0	14.5	24.7	13.4	17.0	19.0	16.6	18.4	15.1
	(4.5)	(3.2)	(2.8)	(2.1)	(4.4)	(3.8)	(3.1)	(2.9)	(2.7)	(3.8)	(3.5)
Babysitting/child care	11.7	8.8	7.5	2.0	31.5	19.6	6.0	2.0	12.2	2.8	2.4
	(3.6)	(2.4)	(2.2)	(0.8)	(4.7)	(4.4)	(2.0)	(1.0)	(2.4)	(1.6)	(1.5)
Farm/agricultural work	0.1	4.2	16.8	9.6	1.6	4.9	11.4	6.0	8.7	6.6	6.6
	(0.3)	(1.7)	(3.1)	(1.7)	(1.3)	(2.4)	(2.6)	(1.7)	(2.0)	(2.4)	(2.4)
Factory work	3.1	5.7	4.5	4.6	5.0	1.8	2.9	9.2	3.0	4.7	9.9
	(1.9)	(2.0)	(1.7)	(1.2)	(2.2)	(1.5)	(1.4)	(2.1)	(1.2)	(2.1)	(2.9)
Skilled trade	6.4	11.8	12.6	13.2	3.4	7.3	12.6	12.3	8.0	15.2	16.2
	(2.7)	(2.8)	(2.7)	(2.0)	(1.8)	(2.9)	(2.8)	(2.4)	(2.0)	(3.5)	(3.6)
Other manual labor	30.8	33.2	27.5	33.4	18.4	28.4	30.4	31.3	30.2	30.8	29.3
	(5.1)	(4.0)	(3.7)	(2.8)	(3.9)	(5.0)	(3.8)	(3.4)	(3.3)	(4.6)	(4.4)
Sales, store clerk, cashier	2.9	6.2	4.1	3.7	8.1	3.2	4.9	5.6	4.1	7.1	3.8
	(1.9)	(2.1)	(1.6)	(1.1)	(2.8)	(1.9)	(1.8)	(1.7)	(1.4)	(2.5)	(1.9)
Office/clerical work	4.9	2.7	2.2	2.0	8.6	1.7	4.4	3.8	3.3	2.5	5.0
	(2.4)	(1.4)	(1.2)	(0.8)	(2.8)	(1.5)	(1.7)	(1.4)	(1.3)	(1.5)	(2.1)
Hospital work/health care	1.4	0.1	1.6	0.4	2.5	0.4	1.2	1.0	0.7	1.8	0.5
	(1.3)	(0.3)	(1.0)	(0.4)	(1.6)	(0.7)	(0.9)	(0.7)	(0.6)	(1.3)	(0.7)
Other	15.3	9.0	8.7	12.2	2.9	9.8	9.4	11.5	8.9	10.3	14.3
	(4.0)	(2.4)	(2.3)	(1.9)	(1.7)	(3.3)	(2.4)	(2.3)	(2.1)	(3.0)	(3.4)
Number of respondents	575	718	442	1514	641	455	745	955	1110	499	546
Of youth working for pay, percentage working:											
< 10 hours/week	18.9	17.5	17.2	16.1	20.2	35.9	11.7	8.3	23.0	10.7	6.0
	(4.3)	(3.1)	(3.2)	(2.0)	(4.1)	(5.1)	(2.6)	(1.9)	(2.9)	(2.9)	(2.2)
10 to 21 hours/week	27.7	20.2	19.9	21.2	23.1	26.4	24.7	14.1	28.1	16.1	8.4
	(4.9)	(3.2)	(3.3)	(2.3)	(4.3)	(4.7)	(3.4)	(2.4)	(3.1)	(3.5)	(2.5)
22 to 34 hours/week	26.2	22.1	20.3	22.5	22.6	18.8	26.3	21.1	23.9	21.1	20.3
	(4.8)	(3.4)	(3.4)	(2.3)	(4.3)	(4.2)	(3.5)	(2.9)	(2.9)	(3.9)	(3.7)
35 hours/week or more	27.2	40.3	42.6	40.2	34.1	18.9	37.3	56.5	25.0	52.2	65.3
	(4.9)	(4.0)	(4.1)	(2.7)	(4.8)	(4.2)	(3.8)	(3.5)	(3.0)	(4.7)	(4.4)
Number of respondents	558	694	424	1465	619	428	720	936	1055	496	533
Average hours per week worked by paid workers	23.9	26.5	27.3	27.1	24.7	18.8	27.5	31.6	22.5	30.3	34.4
	(1.5)	(1.2)	(1.2)	(0.8)	(1.4)	(1.6)	(1.1)	(0.9)	(1.0)	(1.3)	(1.1)
Number of respondents	558	694	424	1465	619	428	720	936	1055	496	533

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	12.9	12.0	15.1	8.2	15.4	1.6	9.7	15.5	16.4
	(4.2)	(3.2)	(2.7)	(3.6)	(2.1)	(3.1)	(2.8)	(3.1)	(3.6)
Waiter/waitress, busboy, cook	20.8	14.6	16.7	19.6	16.0	16.6	18.3	17.8	13.1
	(5.0)	(3.4)	(2.9)	(5.3)	(2.1)	(9.3)	(3.7)	(3.3)	(3.3)
Babysitting/child care	8.2	5.1	11.6	15.0	7.3	2.7	7.1	9.5	9.2
	(3.4)	(2.1)	(2.5)	(4.8)	(1.5)	(4.1)	(2.4)	(2.5)	(2.8)
Farm/agricultural work	7.3	7.7	8.1	4.4	8.9	5.7	9.1	6.7	6.2
	(3.2)	(2.6)	(2.1)	(2.7)	(1.7)	(5.8)	(2.7)	(2.2)	(2.4)
Factory work	4.1	5.4	3.5	2.8	5.3	0.8	6.5	3.6	3.3
	(2.4)	(2.2)	(1.4)	(2.2)	(1.3)	(2.2)	(2.3)	(1.6)	(1.8)
Skilled trade	6.5	13.7	11.9	2.4	13.0	6.5	11.8	12.8	7.5
	(3.0)	(3.3)	(2.5)	(2.0)	(2.0)	(6.2)	(3.1)	(2.9)	(2.6)
Other manual labor	33.9	31.0	27.7	37.6	27.8	42.3	29.4	30.3	30.7
	(5.9)	(4.5)	(3.4)	(6.4)	(2.6)	(12.4)	(4.3)	(4.0)	(4.5)
Sales, store clerk, cashier	2.5	3.6	6.3	1.8	5.4	0.8	2.0	4.1	9.0
	(1.9)	(1.8)	(1.9)	(1.8)	(1.3)	(2.3)	(1.3)	(1.7)	(2.8)
Office/clerical work	5.0	3.3	2.9	6.2	2.8	4.8	4.4	2.4	3.9
	(2.7)	(1.7)	(1.3)	(3.2)	(1.0)	(5.3)	(1.9)	(1.3)	(1.9)
Hospital work/health care	0.0	0.8	1.6	1.2	0.9	0.0	1.3	0.9	0.3
	(0.2)	(0.9)	(1.0)	(1.5)	(0.5)	(0.0)	(1.1)	(0.8)	(0.5)
Other	4.6	13.7	10.1	5.6	10.6	19.7	6.3	12.0	12.7
	(2.6)	(3.3)	(2.3)	(3.1)	(1.8)	(10.0)	(2.3)	(2.8)	(3.3)
Number of respondents	352	594	1024	342	1609	137	573	760	760
Of youth working for pay, percentage working:									
< 10 hours/week	21.2	14.6	17.1	20.5	16.2	10.1	16.0	17.1	18.5
	(4.7)	(3.1)	(2.7)	(5.3)	(2.0)	(6.5)	(3.2)	(2.9)	(3.6)
10 to 21 hours/week	21.5	25.5	20.8	20.8	21.0	35.7	25.8	19.6	19.4
	(4.7)	(3.9)	(2.9)	(5.4)	(2.2)	(10.4)	(3.9)	(3.1)	(3.6)
22 to 34 hours/week	26.8	18.9	22.8	24.1	22.9	17.2	18.2	23.0	27.2
	(5.1)	(3.5)	(3.0)	(5.7)	(2.3)	(8.2)	(3.4)	(3.3)	(4.1)
35 hours/week or more	30.5	41.1	39.2	34.6	39.8	37.0	40.0	40.3	34.9
	(5.3)	(4.4)	(3.5)	(6.3)	(2.7)	(10.4)	(4.3)	(3.8)	(4.4)
Number of respondents	341	579	1004	333	1554	132	536	753	748
Average hours per week worked by paid workers	24.4	26.9	26.6	25.5	26.9	25.7	26.5	27.0	25.8
	(1.7)	(1.4)	(1.1)	(1.9)	(0.8)	(3.0)	(1.4)	(1.3)	(1.4)
Number of respondents	341	579	1004	333	1554	132	536	753	748

Source: Parent interviews

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Employment Characteristics	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Of those currently working for pay, percentage working at current job:												
< 1 month	19.2	17.8	23.8	18.6	21.2	20.3	18.3	28.1	30.1	21.7	13.7	---
	(1.8)	(2.5)	(3.6)	(4.3)	(3.6)	(5.3)	(4.3)	(5.2)	(10.2)	(5.9)	(7.4)	
1 to 3 months	32.6	33.0	38.1	26.1	28.2	36.9	31.2	32.1	19.8	35.9	24.1	---
	(2.2)	(3.1)	(4.1)	(4.8)	(4.0)	(6.3)	(5.1)	(5.4)	(8.8)	(6.8)	(9.2)	
> 3 months to 6 months	10.9	11.1	7.4	16.7	11.5	17.5	8.9	11.2	13.5	10.2	8.3	---
	(1.5)	(2.0)	(2.2)	(4.1)	(2.8)	(5.0)	(3.1)	(3.7)	(7.6)	(4.3)	(6.0)	
> 6 months	37.3	38.1	30.7	38.5	39.1	25.3	41.5	28.6	36.7	32.2	54.0	---
	(2.3)	(3.2)	(3.9)	(5.3)	(4.3)	(5.7)	(5.4)	(5.2)	(10.7)	(6.7)	(10.8)	
Number of respondents	2216	511	287	189	239	167	283	227	101	120	83	9
Of those ever employed for pay, percentage with longest time at a paid job:												
3 months or less	44.9	43.4	54.6	37.6	43.6	55.9	43.0	52.5	47.2	51.6	41.9	---
	(2.0)	(2.8)	(3.5)	(4.6)	(3.6)	(5.0)	(4.7)	(4.6)	(8.0)	(5.9)	(8.6)	
> 3 months to 6 months	13.3	13.3	12.0	17.4	14.3	15.8	11.4	16.0	10.7	8.7	7.5	---
	(1.4)	(1.9)	(2.3)	(3.6)	(2.6)	(3.7)	(3.0)	(3.4)	(4.9)	(3.3)	(4.6)	
> 6 months to 12 months	17.9	18.1	13.8	17.0	20.8	15.5	17.4	9.8	16.3	21.4	21.4	---
	(1.5)	(2.2)	(2.4)	(3.6)	(3.0)	(3.7)	(3.6)	(2.7)	(5.9)	(4.8)	(7.2)	
> 12 months	23.9	25.2	19.6	28.0	21.2	12.9	28.2	21.6	25.8	18.3	29.3	---
	(1.7)	(2.5)	(2.8)	(4.3)	(3.0)	(3.4)	(4.3)	(3.8)	(7.0)	(4.5)	(8.0)	
Number of respondents	3128	652	417	253	345	275	375	346	164	170	117	14
Average months kept:												
Longest paid job	11.3	11.8	9.0	13.4	10.8	7.4	12.6	10.3	11.3	8.4	12.8	---
	(0.7)	(0.9)	(0.8)	(1.6)	(1.0)	(1.2)	(1.5)	(1.3)	(1.9)	(1.2)	(2.5)	
Present paid job	9.9	10.1	8.5	12.1	9.6	6.8	10.9	8.5	11.5	7.6	13.4	---
	(0.7)	(1.0)	(1.0)	(1.9)	(1.2)	(1.5)	(1.6)	(1.5)	(2.7)	(1.4)	(3.1)	
Number of respondents	2216	511	287	189	239	167	283	227	101	120	83	9
Percentage of unemployed youth leaving last job by:												
Quitting	25.7	24.3	32.3	31.2	24.5	11.7	31.1	17.8	16.6	35.7	15.3	---
	(3.3)	(5.0)	(5.7)	(8.7)	(5.5)	(5.3)	(9.0)	(5.5)	(8.5)	(9.6)	(11.0)	
Being fired	8.8	8.8	8.0	16.6	8.9	5.0	0.6	2.6	5.3	10.3	20.6	---
	(2.1)	(3.3)	(3.3)	(7.0)	(3.6)	(3.6)	(1.5)	(2.3)	(5.1)	(6.1)	(12.4)	
Being laid off	6.5	5.1	10.3	5.8	7.9	10.3	8.7	7.2	4.3	0.0	5.5	---
	(1.8)	(2.6)	(3.7)	(4.4)	(3.4)	(5.0)	(5.5)	(3.7)	(4.6)	(0.0)	(7.0)	
Ending temporary work	59.0	61.8	49.4	46.4	58.6	73.1	59.7	72.4	73.7	54.0	58.6	---
	(3.7)	(5.7)	(6.1)	(9.3)	(6.3)	(7.3)	(9.6)	(6.5)	(10.0)	(10.0)	(15.1)	
Number of respondents	941	145	135	67	110	111	93	122	65	53	33	7
Percentage of employed youth fired in the past year	3.3	3.5	7.0	2.6	1.6	1.1	2.4	0.9	0.8	2.9	2.1	2.7
	(0.5)	(0.9)	(1.4)	(1.1)	(0.6)	(0.7)	(1.1)	(0.6)	(0.6)	(1.2)	(1.1)	(2.4)
Number of respondents	6887	949	615	466	904	740	681	789	652	422	589	80

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Employment Characteristics	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Of those currently working for pay, percentage working at current job:											
< 1 month	20.9	20.8	19.1	18.1	22.9	19.3	23.1	14.5	21.7	19.3	11.5
	(4.3)	(3.2)	(3.2)	(2.1)	(4.1)	(4.0)	(3.2)	(2.4)	(2.7)	(3.6)	(2.8)
1 to 3 months	32.8	32.6	33.5	33.8	28.4	33.2	34.6	29.7	33.9	33.9	27.2
	(5.0)	(3.7)	(3.8)	(2.5)	(4.4)	(4.8)	(3.7)	(3.1)	(3.1)	(4.3)	(3.9)
> 3 months to 6 months	12.2	12.2	9.4	10.5	12.3	11.7	8.1	13.6	8.4	16.2	12.9
	(3.5)	(2.5)	(2.4)	(1.6)	(3.2)	(3.3)	(2.1)	(2.3)	(1.8)	(3.4)	(3.0)
> 6 months	34.1	34.4	37.9	37.6	36.4	35.8	34.3	42.2	36.0	30.6	48.4
	(5.0)	(3.7)	(3.9)	(2.6)	(4.7)	(4.9)	(3.7)	(3.3)	(3.2)	(4.2)	(4.4)
Number of respondents	589	738	453	1558	658	461	759	996	1131	515	570
Of those ever employed for pay, percentage with longest time at a paid job:											
3 months or less	50.5	40.7	47.7	43.6	48.8	55.2	50.7	29.6	54.1	32.7	29.1
	(4.3)	(3.3)	(3.5)	(2.3)	(4.0)	(4.4)	(3.2)	(2.7)	(2.7)	(3.7)	(3.5)
> 3 months to 6 months	11.6	16.8	11.4	13.2	13.7	14.0	9.7	17.2	10.7	16.8	17.7
	(2.8)	(2.5)	(2.2)	(1.6)	(2.7)	(3.0)	(1.9)	(2.2)	(1.7)	(3.0)	(3.0)
> 6 months to 12 months	15.7	19.1	15.0	19.0	14.7	8.7	18.7	24.2	13.5	22.0	27.4
	(3.1)	(2.7)	(2.5)	(1.8)	(2.8)	(2.5)	(2.5)	(2.5)	(1.9)	(3.3)	(3.5)
> 12 months	22.2	23.4	25.9	24.2	22.7	22.1	20.8	29.0	21.7	28.5	25.8
	(3.6)	(2.9)	(3.1)	(2.0)	(3.3)	(3.6)	(2.6)	(2.7)	(2.3)	(3.6)	(3.4)
Number of respondents	864	1003	605	2115	1013	635	1110	1383	1611	746	771
Average months kept:											
Longest paid job	9.6	11.3	12.3	11.6	10.4	9.8	10.7	13.2	10.3	13.1	12.4
	(1.1)	(1.0)	(1.3)	(0.8)	(1.1)	(1.3)	(1.1)	(0.9)	(0.9)	(1.3)	(1.2)
Present paid job	8.6	9.7	10.4	9.7	10.9	11.0	9.3	9.7	10.3	8.4	10.3
	(1.3)	(1.2)	(1.3)	(0.8)	(1.5)	(1.7)	(1.3)	(0.9)	(1.1)	(1.3)	(1.2)
Number of respondents	589	738	453	1558	658	461	759	996	1131	515	570
Percentage of unemployed youth leaving last job by:											
Quitting	22.6	34.7	19.4	25.9	25.1	15.5	27.5	31.3	19.0	35.5	39.0
	(6.0)	(6.6)	(5.4)	(4.0)	(5.7)	(5.8)	(5.2)	(5.5)	(3.9)	(7.5)	(7.9)
Being fired	13.2	6.7	5.9	9.7	6.7	3.8	5.0	18.4	6.0	12.2	15.6
	(4.8)	(3.5)	(3.2)	(2.7)	(3.3)	(3.1)	(2.5)	(4.6)	(2.3)	(5.2)	(5.9)
Being laid off	11.4	3.8	4.5	6.9	5.5	2.1	5.9	10.9	2.8	6.9	19.2
	(4.5)	(2.7)	(2.8)	(2.3)	(3.0)	(2.3)	(2.7)	(3.7)	(1.6)	(4.0)	(6.4)
Ending temporary work	52.8	54.7	70.3	57.5	62.7	78.6	61.6	39.4	72.2	45.4	26.2
	(7.1)	(6.9)	(6.2)	(4.5)	(6.3)	(6.6)	(5.7)	(5.8)	(4.4)	(7.8)	(7.2)
Number of respondents	281	266	160	584	357	190	356	395	503	234	204
Percentage of employed youth fired in the past year	3.3	3.9	2.1	3.6	2.5	1.1	3.7	5.3	1.9	6.1	6.7
	(1.0)	(1.0)	(0.7)	(0.7)	(0.8)	(0.6)	(0.9)	(1.0)	(0.5)	(1.5)	(1.6)
Number of respondents	2228	1858	1099	4172	2714	1857	2281	2749	4335	1286	1266

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	25.3	21.8	13.9	20.9	19.4	13.9	21.0	19.3	17.8
	(4.7)	(3.5)	(2.4)	(5.1)	(2.1)	(7.2)	(3.4)	(3.0)	(3.4)
1 to 3 months	32.4	30.4	35.4	35.2	32.0	36.3	33.4	32.0	32.5
	(5.1)	(4.0)	(3.3)	(6.0)	(2.5)	(10.0)	(3.9)	(3.6)	(4.1)
> 3 months to 6 months	9.1	12.4	9.5	8.5	11.4	14.5	10.6	10.0	11.4
	(3.1)	(2.8)	(2.0)	(3.5)	(1.7)	(7.3)	(2.6)	(2.3)	(2.8)
> 6 months	33.1	35.4	41.2	35.3	37.3	35.3	35.0	38.7	38.2
	(5.1)	(4.1)	(3.4)	(6.0)	(2.5)	(9.9)	(4.0)	(3.7)	(4.3)
Number of respondents	367	614	1049	359	1649	141	587	788	782
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	54.5	45.0	38.0	55.5	41.6	59.5	51.3	42.8	39.6
	(4.4)	(3.5)	(3.0)	(5.0)	(2.3)	(8.2)	(3.5)	(3.2)	(3.7)
> 3 months to 6 months	12.6	12.8	13.2	9.3	14.6	7.2	11.6	13.5	15.3
	(3.0)	(2.4)	(2.1)	(2.9)	(1.6)	(4.3)	(2.2)	(2.2)	(2.8)
> 6 months to 12 months	16.6	19.2	17.4	17.1	18.2	17.2	16.0	19.7	18.0
	(3.3)	(2.8)	(2.3)	(3.8)	(1.8)	(6.3)	(2.5)	(2.6)	(2.9)
> 12 months	16.3	23.0	31.5	18.1	25.6	16.1	21.2	24.0	27.2
	(3.3)	(3.0)	(2.8)	(3.9)	(2.0)	(6.1)	(2.8)	(2.8)	(3.4)
Number of respondents	555	888	1443	543	2262	224	867	1087	1108
Average months kept:									
Longest paid job	8.0	11.1	14.1	8.6	12.1	7.9	9.6	11.5	13.5
	(1.1)	(1.2)	(1.1)	(1.2)	(0.8)	(2.2)	(1.0)	(1.1)	(1.5)
Present paid job	7.7	8.9	12.2	8.1	10.3	7.2	8.7	10.1	11.3
	(1.4)	(1.2)	(1.3)	(1.5)	(0.9)	(2.3)	(1.2)	(1.2)	(1.7)
Number of respondents	367	614	1049	359	1649	141	587	789	782
Percentage of unemployed youth leaving last job by:									
Quitting	24.2	22.5	27.3	24.8	26.0	15.4	24.0	29.4	21.5
	(6.5)	(5.3)	(5.5)	(7.0)	(4.0)	(9.9)	(5.2)	(5.7)	(6.2)
Being fired	7.8	9.0	10.2	15.9	7.4	2.5	10.9	4.7	12.7
	(4.0)	(3.6)	(3.7)	(5.9)	(2.4)	(4.3)	(3.8)	(2.7)	(5.1)
Being laid off	10.7	6.1	3.0	6.3	4.9	23.5	6.0	7.8	4.1
	(4.7)	(3.0)	(2.1)	(3.9)	(2.0)	(11.6)	(2.9)	(3.3)	(3.0)
Ending temporary work	57.3	62.4	59.5	53.0	61.7	58.7	59.1	58.0	61.7
	(7.5)	(6.1)	(6.0)	(8.1)	(4.4)	(13.5)	(5.9)	(6.1)	(7.4)
Number of respondents	197	277	396	189	630	88	292	306	328
Percentage of employed youth fired in the past year	1.9	3.8	4.7	2.3	3.8	2.5	3.7	1.9	5.1
	(0.8)	(1.0)	(1.0)	(0.9)	(0.7)	(1.7)	(0.9)	(0.7)	(1.3)
Number of respondents	1582	1931	2654	1624	4283	714	2266	2251	2129

Source: Parent interviews

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had

significantly lower functional mental skills scale scores than those for whom IQ data were not available ($p<.05$). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores ($p<.001$). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone

amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary

school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

Student Characteristics	Students Who Did Not Receive Grades %	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved; GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)
2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)
3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)
4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)
5 Technical education (e.g., engineering, architecture, aeronautics)
6 Machine shop, auto and motor repair
7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)
8 Electrical, electronics, communication, air conditioning
9 Manufacturing, industrial arts
10 Painting, interior design/decorating
11 Graphic and commercial arts, drafting, printing, photography
12 Food services, cook, food server, hostess, dishwasher
13 Personal services, cosmetology, laundry/cleaning
14 Custodial services/janitor
15 Fireman, law enforcement, public service
16 Other (SPECIFY)
17 Career exploration, prevocational skills, work adjustment
18 Sheltered workshop, supported employment
19 Work study/experience, on-the-job training
20 Clothing/textiles
21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive

value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth

with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Service Variables	Number of Cases With Two Sources	Percentage in Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
>
> "Has (NAME) had any of this job training or help in the past 12 months?"
>
> "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

"Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES

Subgroups Referenced, and Table Number(s)	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	74.6	74.7	78.3	81.1	72.4	71.0	69.0	60.8	67.0	76.1	82.8	61.3
	(1.3)	(2.1)	(2.4)	(2.8)	(2.1)	(3.1)	(3.3)	(2.9)	(3.3)	(3.2)	(3.1)	(7.4)
Number of respondents	6541	917	589	430	838	720	639	767	614	395	553	79
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	72.4	69.2	73.6	54.3	85.5	45.8	54.6	50.0	66.2	60.4	90.3	88.0
	(1.3)	(2.3)	(2.6)	(3.6)	(1.6)	(3.4)	(3.6)	(3.0)	(3.3)	(3.8)	(2.4)	(5.0)
Number of respondents	6365	886	570	418	815	704	628	747	594	382	543	78
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**												
Seventh grade	24.5	23.1	22.1	16.7	27.3	42.4	24.3	66.7	20.6	27.5	38.5	89.5
	(1.2)	(2.0)	(2.4)	(2.5)	(1.9)	(3.3)	(3.1)	(2.8)	(2.9)	(3.5)	(3.8)	(4.4)
Eighth grade	29.6	28.0	25.4	25.8	33.9	45.3	26.4	67.8	21.7	29.1	39.6	89.5
	(1.3)	(2.1)	(2.5)	(3.0)	(2.1)	(3.3)	(3.2)	(2.8)	(2.9)	(3.6)	(3.8)	(4.4)
Ninth grade	80.8	84.9	82.5	81.8	71.0	85.6	80.9	91.3	79.8	78.0	60.4	91.2
	(1.1)	(1.7)	(2.2)	(2.6)	(2.0)	(2.3)	(2.8)	(1.7)	(2.8)	(3.2)	(3.8)	(4.0)
Tenth grade	87.3	90.9	86.9	87.0	79.7	92.7	90.5	95.4	85.2	85.9	62.6	91.2
	(1.0)	(1.4)	(2.0)	(2.3)	(1.7)	(1.7)	(2.1)	(1.2)	(2.5)	(2.7)	(3.8)	(4.0)
Eleventh grade	87.4	91.2	86.6	86.7	79.7	92.7	90.5	95.4	83.9	85.9	63.3	91.2
	(1.0)	(1.3)	(2.0)	(2.3)	(1.7)	(1.7)	(2.1)	(1.2)	(2.6)	(2.7)	(3.8)	(4.0)
Twelfth grade	87.3	91.2	85.6	86.7	79.7	92.7	90.6	95.4	83.9	85.9	63.2	91.2
	(1.0)	(1.3)	(2.0)	(2.3)	(1.7)	(1.7)	(2.1)	(1.2)	(2.6)	(2.7)	(3.8)	(4.0)
Ungraded	40.3	35.8	44.0	38.4	45.3	62.2	46.0	64.2	49.6	49.5	70.1	99.2
	(1.4)	(2.3)	(2.9)	(3.3)	(2.2)	(3.2)	(3.6)	(2.9)	(3.5)	(3.9)	(3.6)	(1.3)
Number of respondents	6781	955	588	477	948	761	629	774	595	368	596	90

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Subgroups Referenced, and Table Number(s)	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	77.8	74.7	76.5	74.8	74.4	95.2	87.6	37.0	95.8	32.3	29.2
	(2.4)	(2.3)	(2.3)	(1.6)	(2.2)	(1.2)	(1.6)	(2.1)	(0.8)	(2.9)	(2.9)
Number of respondents	2148	1834	1065	3973	2567	1712	2135	2694	4038	1275	1227
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	61.6	74.3	77.8	74.8	67.2	64.6	73.6	79.6	68.8	78.4	82.9
	(2.8)	(2.3)	(2.2)	(1.6)	(2.4)	(2.7)	(2.2)	(1.8)	(1.8)	(2.6)	(2.5)
Number of respondents	2111	1802	1043	3868	2497	1712	2108	2545	4036	1203	1126
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**											
Seventh grade	14.5	19.6	34.3	24.9	23.7	35.2	19.3	18.4	27.1	18.8	19.0
	(2.0)	(2.0)	(2.3)	(1.5)	(2.1)	(2.6)	(1.8)	(1.8)	(1.6)	(2.3)	(2.9)
Eighth grade	15.3	22.1	45.5	30.1	28.3	39.4	25.0	23.5	31.5	26.2	24.6
	(2.1)	(2.1)	(2.4)	(1.6)	(2.2)	(2.7)	(2.0)	(1.9)	(1.7)	(2.5)	(3.1)
Ninth grade	77.7	80.8	85.0	80.8	80.9	81.2	81.6	79.3	80.7	79.5	82.8
	(2.4)	(2.0)	(1.7)	(1.4)	(2.0)	(2.1)	(1.8)	(1.8)	(1.5)	(2.3)	(2.8)
Tenth grade	83.8	89.4	90.1	87.7	86.3	78.8	92.8	90.1	85.0	90.7	94.8
	(2.1)	(1.6)	(1.4)	(1.2)	(1.7)	(2.2)	(1.2)	(1.4)	(1.3)	(1.7)	(1.6)
Eleventh grade	84.0	89.4	89.7	87.9	86.3	78.1	93.3	90.7	85.1	91.0	94.7
	(2.1)	(1.6)	(1.5)	(1.2)	(1.7)	(2.3)	(1.2)	(1.3)	(1.3)	(1.7)	(1.6)
Twelfth grade	83.7	89.4	89.6	87.8	86.2	78.0	93.2	90.6	84.9	91.1	94.7
	(2.1)	(1.6)	(1.5)	(1.2)	(1.7)	(2.3)	(1.2)	(1.3)	(1.3)	(1.6)	(1.6)
Ungraded	40.1	39.8	38.2	39.8	41.3	40.3	39.0	42.2	41.0	38.5	39.9
	(2.8)	(2.5)	(2.3)	(1.7)	(2.5)	(2.7)	(2.3)	(2.3)	(1.8)	(2.8)	(3.6)
Number of respondents	2171	2045	1308	4141	2626	1901	2395	2485	4316	1448	957

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	74.4	78.0	75.3	75.1	74.7	76.9	75.7	75.0	76.4
	(2.7)	(2.3)	(2.1)	(2.8)	(1.6)	(4.9)	(2.1)	(2.2)	(2.5)
Number of respondents	1406	1834	2636	1480	4176	636	2086	2160	2083
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	69.1	75.6	74.0	60.4	78.8	53.5	69.9	75.5	71.7
	(2.9)	(2.4)	(2.1)	(3.2)	(1.5)	(5.9)	(2.3)	(2.2)	(2.7)
Number of respondents	1372	1795	2626	1426	4109	618	2034	2137	2069
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	25.1	25.5	23.7	17.9	26.4	18.8	25.4	25.6	22.0
	(2.9)	(2.6)	(2.2)	(2.6)	(1.7)	(4.8)	(2.3)	(2.4)	(2.6)
Eighth grade	29.9	29.4	27.1	22.2	31.3	19.2	31.6	28.3	23.1
	(3.1)	(2.7)	(2.3)	(2.9)	(1.8)	(4.9)	(2.5)	(2.5)	(2.7)
Ninth grade	76.4	82.7	80.7	74.6	81.2	81.9	80.7	80.0	79.6
	(2.8)	(2.2)	(2.0)	(3.0)	(1.5)	(4.8)	(2.1)	(2.2)	(2.6)
Tenth grade	82.2	88.7	88.3	83.6	88.4	79.1	85.1	88.6	86.4
	(2.6)	(1.9)	(1.7)	(2.6)	(1.2)	(5.0)	(1.9)	(1.8)	(2.2)
Eleventh grade	81.6	88.5	88.8	83.8	88.4	79.1	84.9	89.1	85.7
	(2.6)	(1.9)	(1.6)	(2.5)	(1.2)	(5.0)	(1.9)	(1.7)	(2.2)
Twelfth grade	81.2	88.5	88.8	83.6	88.4	78.7	85.0	88.9	85.5
	(2.6)	(1.9)	(1.6)	(2.6)	(1.2)	(5.1)	(1.9)	(1.7)	(2.2)
Ungraded	44.8	40.1	40.3	37.0	41.1	57.2	39.0	40.1	46.9
	(3.3)	(2.9)	(2.5)	(3.3)	(1.9)	(6.1)	(2.6)	(2.7)	(3.2)
Number of respondents	1212	1582	2279	1276	3766	563	1778	1847	1818

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Continued)

Subgroups Referenced, and Table Number(s)	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Table 12: Percentage of youth in schools that served learning handicapped students	98.3	99.5	95.5	99.5	96.9	99.2	96.1	96.2	97.2	98.3	91.9	92.0
	(0.4)	(0.4)	(1.3)	(0.5)	(0.8)	(0.6)	(1.6)	(1.2)	(1.2)	(1.1)	(2.4)	(4.2)
Number of respondents	5747	825	503	409	783	654	500	696	526	295	481	75
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	85.0	91.3	80.7	87.7	76.1	61.4	82.8	32.4	79.8	76.9	45.6	5.9
	(1.1)	(1.4)	(2.5)	(2.4)	(2.0)	(3.5)	(3.1)	(2.9)	(3.0)	(3.7)	(4.3)	(3.7)
Number of respondents	5731	826	498	408	777	650	493	704	522	288	490	75
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	51.1	51.8	55.3	63.7	44.1	50.3	50.1	61.0	58.0	72.8	38.3	57.7
	(1.6)	(2.5)	(3.1)	(3.5)	(2.4)	(3.6)	(4.0)	(3.1)	(3.7)	(3.9)	(4.2)	(7.8)
Number of respondents	5680	831	497	404	757	649	494	694	518	289	474	73
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	95.2	98.8	95.8	96.0	88.2	89.9	93.7	69.2	89.8	91.3	79.7	48.1
	(0.7)	(0.6)	(1.3)	(1.4)	(1.6)	(2.2)	(2.0)	(2.9)	(2.3)	(2.5)	(3.5)	(7.7)
Number of respondents	5648	825	494	410	761	612	485	687	526	284	488	76

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Subgroups Referenced, and Table Number(s)	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Table 12: Percentage of youth in schools that served learning handicapped students	97.6	98.7	99.0	98.3	98.3	97.9	98.9	97.9	98.2	98.2	99.0
	(1.0)	(0.6)	(0.5)	(0.5)	(0.7)	(0.9)	(0.5)	(0.7)	(0.5)	(0.8)	(0.8)
Number of respondents	1765	1722	1124	3549	2188	1567	2028	2152	3611	1237	848
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	80.0	89.2	89.9	85.5	84.0	77.6	90.1	86.7	82.6	87.6	93.2
	(2.6)	(1.7)	(1.6)	(1.3)	(2.0)	(2.5)	(1.5)	(1.7)	(1.5)	(2.1)	(1.9)
Number of respondents	1743	1746	1099	3527	2195	1555	2026	2150	3591	1237	852
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	62.0	51.1	44.1	49.2	55.5	48.0	54.3	50.2	49.9	54.8	50.7
	(3.1)	(2.8)	(2.6)	(1.9)	(2.7)	(3.0)	(2.5)	(2.5)	(2.0)	(3.1)	(3.9)
Number of respondents	1735	1708	1110	3503	2168	1532	2020	2128	3558	1227	846
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	95.2	96.0	96.7	95.6	94.5	96.5	96.1	92.3	95.1	94.5	96.4
	(1.4)	(1.1)	(0.9)	(0.8)	(1.3)	(1.1)	(1.0)	(1.3)	(0.9)	(1.4)	(1.4)
Number of respondents	1746	1723	1093	3486	2153	1553	1987	2108	3546	1214	839

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	97.3	98.7	98.5	97.6	98.4	98.1	98.0	98.6	97.9
	(1.2)	(0.7)	(0.7)	(1.2)	(0.5)	(1.9)	(0.8)	(0.7)	(1.0)
Number of respondents	1031	1333	1921	1042	3247	442	1509	1554	1530
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	80.1	85.9	84.0	77.7	86.1	78.0	82.4	86.7	80.9
	(2.9)	(2.3)	(2.0)	(3.2)	(1.4)	(5.8)	(2.2)	(2.0)	(2.7)
Number of respondents	1024	1324	1938	1040	3250	439	1478	1561	1548
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	56.4	50.3	50.4	61.6	47.6	70.9	53.4	47.7	56.6
	(3.6)	(3.3)	(2.8)	(3.7)	(2.1)	(6.4)	(2.9)	(3.0)	(3.4)
Number of respondents	1031	1306	1928	1022	3242	435	1484	1553	1524
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	95.1	96.3	94.3	95.9	95.2	91.8	95.7	96.6	91.8
	(1.6)	(1.2)	(1.3)	(1.5)	(0.9)	(3.9)	(1.2)	(1.1)	(1.9)
Number of respondents	1006	1306	1905	1026	3198	435	1473	1525	1522

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Continued)

Subgroups Referenced, and Table Number(s)	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Table 18: Percentage in schools that reported having students in need of:												
Speech/language therapy	94.0	93.1	91.0	98.3	95.9	97.3	98.9	99.2	99.3	98.3	96.9	100
	(0.7)	(1.3)	(1.8)	(0.9)	(0.9)	(1.2)	(0.8)	(0.5)	(0.6)	(1.1)	(1.5)	(0.0)
Physical therapy	69.2	66.8	70.2	69.1	70.2	84.5	80.1	94.1	92.0	75.2	87.5	100
	(1.5)	(2.5)	(3.0)	(3.5)	(2.2)	(2.6)	(3.3)	(1.5)	(2.1)	(4.0)	(2.9)	(0.0)
Occupational therapy	73.1	70.2	71.9	75.3	77.2	85.1	80.0	94.3	90.1	77.5	89.4	100
	(1.4)	(2.4)	(2.9)	(3.2)	(2.1)	(2.7)	(3.4)	(1.5)	(2.3)	(3.9)	(2.7)	(0.0)
Hearing-loss therapy	69.2	68.1	69.3	68.4	68.7	79.4	92.4	95.7	77.8	70.0	82.3	100
	(1.5)	(2.4)	(3.0)	(3.5)	(2.3)	(3.1)	(2.2)	(1.3)	(3.3)	(4.2)	(3.4)	(0.0)
Psychotherapy/counseling	88.7	88.1	86.6	93.4	88.8	96.4	93.2	98.0	93.6	95.2	94.6	99.4
	(1.0)	(1.7)	(2.2)	(1.9)	(1.6)	(1.4)	(2.1)	(0.9)	(1.9)	(1.9)	(2.0)	(1.3)
Medical services	81.8	80.8	78.3	81.8	84.3	87.6	85.1	94.9	83.1	84.3	91.7	100
	(1.3)	(2.1)	(2.7)	(3.0)	(1.8)	(2.5)	(3.0)	(1.5)	(2.9)	(3.3)	(2.4)	(0.0)
Adaptive physical education	86.4	85.2	84.0	86.0	88.7	92.6	92.0	96.7	97.5	91.9	94.2	100
	(1.1)	(1.8)	(2.3)	(2.6)	(1.5)	(1.9)	(2.2)	(1.1)	(1.2)	(2.4)	(2.0)	(0.0)
Social work services	93.5	93.0	91.8	94.7	94.4	94.4	95.8	98.8	98.3	95.2	95.4	99.1
	(0.8)	(1.3)	(1.8)	(1.7)	(1.2)	(1.8)	(1.7)	(0.8)	(1.0)	(2.0)	(1.9)	(1.8)
Special transportation	88.7	87.0	89.9	91.8	89.9	92.5	97.4	98.8	98.1	93.6	97.2	99.5
	(1.0)	(1.7)	(1.9)	(2.0)	(1.4)	(1.9)	(1.3)	(0.7)	(1.0)	(2.2)	(1.4)	(1.1)
Human aides or tutors	93.7	92.7	92.6	96.2	95.2	98.4	97.1	100	99.5	96.9	97.4	100
	(0.8)	(1.3)	(1.7)	(1.4)	(1.0)	(0.9)	(1.4)	(0.0)	(0.5)	(1.6)	(1.4)	(0.0)
Physical aids	73.5	70.4	71.1	76.6	78.6	90.1	93.9	98.7	84.2	77.0	83.1	100
	(1.4)	(2.4)	(3.0)	(3.3)	(2.0)	(2.2)	(2.0)	(0.7)	(2.9)	(3.9)	(3.3)	(0.0)
None of these	98.7	98.9	94.7	100	99.7	100	99.9	100	100	100	98.8	100
	(0.3)	(0.5)	(1.4)	(0.0)	(0.3)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.9)	(0.0)
Number of respondents	5128	767	460	366	704	548	456	556	459	254	442	48
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	87.5	94.6	80.5	91.3	77.9	63.1	87.1	33.7	80.2	81.6	47.3	4.2
	(1.0)	(1.1)	(2.5)	(2.1)	(2.0)	(3.5)	(2.7)	(3.0)	(3.0)	(3.4)	(4.3)	(3.1)
Number of respondents	5688	816	500	400	768	644	489	698	520	286	492	75

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Subgroups Referenced, and Table Number(s)	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Table 18: Percentage in schools that reported having students in need of:											
Speech/language therapy	95.8	93.3	93.1	93.8	94.6	94.3	93.3	94.7	94.9	93.5	91.4
	(1.3)	(1.4)	(1.3)	(0.9)	(1.2)	(1.4)	(1.3)	(1.1)	(0.9)	(1.5)	(2.2)
Physical therapy	73.2	75.1	59.4	68.5	70.6	73.3	65.6	69.5	70.2	67.1	66.8
	(2.9)	(2.4)	(2.6)	(1.8)	(2.5)	(2.7)	(2.4)	(2.3)	(1.9)	(3.0)	(3.7)
Occupational therapy	76.4	77.1	65.9	71.8	76.1	75.3	70.5	74.3	73.5	73.1	71.0
	(2.8)	(2.4)	(2.5)	(1.8)	(2.4)	(2.7)	(2.4)	(2.2)	(1.8)	(2.9)	(3.6)
Hearing-loss therapy	80.5	71.5	58.1	68.9	70.0	70.8	68.9	67.4	71.7	62.0	67.6
	(2.7)	(2.6)	(2.6)	(1.8)	(2.6)	(2.8)	(2.4)	(2.4)	(1.9)	(3.2)	(3.7)
Psychotherapy/counseling	91.1	93.5	82.3	88.1	90.1	90.7	88.2	87.0	89.1	88.6	87.1
	(1.9)	(1.4)	(2.0)	(1.3)	(1.7)	(1.8)	(1.7)	(1.7)	(1.3)	(2.1)	(2.7)
Medical services	86.4	81.1	78.5	81.2	83.2	83.4	81.4	80.6	82.6	81.5	78.7
	(2.3)	(2.2)	(2.2)	(1.5)	(2.1)	(2.3)	(2.0)	(2.0)	(1.6)	(2.6)	(3.3)
Adaptive physical education	89.5	92.5	77.7	86.6	85.9	86.9	85.3	87.6	86.5	85.7	87.6
	(2.0)	(1.4)	(2.2)	(1.3)	(1.9)	(2.1)	(1.8)	(1.6)	(1.4)	(2.2)	(2.6)
Social work services	95.9	94.3	90.3	93.4	93.5	92.4	94.3	93.6	93.3	94.1	93.6
	(1.3)	(1.3)	(1.6)	(1.0)	(1.4)	(1.7)	(1.2)	(1.3)	(1.1)	(1.6)	(2.0)
Special transportation	90.0	91.6	85.0	88.6	88.9	87.9	88.8	89.6	89.4	85.8	89.9
	(1.9)	(1.5)	(1.9)	(1.2)	(1.7)	(2.0)	(1.6)	(1.5)	(1.3)	(2.2)	(2.3)
Human aides or tutors	94.2	94.2	92.5	93.2	94.8	92.7	93.9	94.7	93.5	94.9	93.6
	(1.5)	(1.3)	(1.4)	(1.0)	(1.2)	(1.6)	(1.2)	(1.1)	(1.0)	(1.4)	(1.9)
Physical aids	81.1	69.2	71.7	72.5	76.0	72.8	72.0	76.6	74.8	69.8	73.2
	(2.6)	(2.6)	(2.4)	(1.8)	(2.4)	(2.8)	(2.3)	(2.1)	(1.8)	(3.0)	(3.5)
None of these	97.6	99.4	98.8	98.9	98.4	97.9	99.3	99.0	98.7	98.5	99.1
	(1.0)	(0.4)	(0.6)	(0.4)	(0.7)	(0.9)	(0.4)	(0.5)	(0.4)	(0.8)	(0.7)
Number of respondents	1569	1591	1024	3187	1933	1403	1844	1881	3221	1095	763
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	82.6	89.8	94.3	87.8	86.9	87.2	89.8	84.6	86.6	87.0	93.3
	(2.5)	(1.6)	(1.2)	(1.3)	(1.9)	(2.0)	(1.5)	(1.8)	(1.4)	(2.1)	(1.9)
Number of respondents	1693	1748	1108	3508	2170	1535	2011	2142	3561	1216	861

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

435

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	93.7	93.8	94.1	94.8	93.3	98.0	93.0	94.4	94.2
	(1.7)	(1.5)	(1.3)	(1.7)	(1.0)	(1.9)	(1.5)	(1.4)	(1.6)
Physical therapy	64.4	70.3	71.7	69.8	67.4	75.6	67.0	68.3	74.0
	(3.6)	(3.0)	(2.6)	(3.6)	(2.0)	(6.2)	(2.8)	(2.9)	(3.1)
Occupational therapy	67.1	74.1	74.7	75.4	70.5	75.3	71.2	70.5	77.2
	(3.5)	(2.9)	(2.5)	(3.4)	(1.9)	(6.2)	(2.7)	(2.8)	(3.0)
Hearing-loss therapy	70.1	70.4	67.8	75.3	66.4	78.8	68.2	69.6	71.6
	(3.5)	(3.1)	(2.7)	(3.4)	(2.0)	(6.0)	(2.8)	(2.9)	(3.2)
Psychotherapy/counseling	85.4	89.3	90.5	91.0	86.5	99.8	87.6	87.3	92.8
	(2.6)	(2.1)	(1.7)	(2.2)	(1.4)	(0.7)	(2.0)	(2.1)	(1.8)
Medical services	80.9	81.8	80.5	85.4	79.0	92.7	82.7	78.4	83.1
	(3.0)	(2.6)	(2.3)	(2.8)	(1.7)	(3.9)	(2.3)	(2.6)	(2.7)
Adaptive physical education	84.7	86.5	87.5	86.3	86.5	85.3	86.1	84.0	90.0
	(2.6)	(2.2)	(1.9)	(2.6)	(1.4)	(5.0)	(2.0)	(2.2)	(2.1)
Social work services	90.9	94.1	94.8	95.8	91.9	98.6	92.9	91.7	95.4
	(2.2)	(1.6)	(1.3)	(1.7)	(1.2)	(1.7)	(1.6)	(1.8)	(1.5)
Special transportation	86.9	88.7	91.6	91.5	87.7	84.3	85.9	88.9	93.5
	(2.5)	(2.1)	(1.6)	(2.1)	(1.4)	(5.1)	(2.0)	(1.9)	(1.7)
Human aides or tutors	93.8	91.7	95.9	95.7	93.3	95.9	94.0	92.2	95.7
	(1.8)	(1.8)	(1.1)	(1.6)	(1.0)	(2.8)	(1.4)	(1.7)	(1.4)
Physical aids	74.6	72.7	71.4	80.4	71.4	73.1	73.4	72.5	72.6
	(3.3)	(3.0)	(2.6)	(3.1)	(1.9)	(6.6)	(2.7)	(2.8)	(3.2)
None of these	98.3	98.8	99.2	98.1	98.7	100	98.6	98.7	98.8
	(0.9)	(0.7)	(0.5)	(1.0)	(0.5)	(0.0)	(0.7)	(0.7)	(0.7)
Number of respondents	906	1185	1771	900	2955	386	1328	1409	1397
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	83.7	88.1	86.5	82.8	88.2	77.0	86.9	88.5	82.0
	(2.7)	(2.1)	(1.9)	(2.9)	(1.3)	(6.0)	(2.0)	(2.0)	(2.7)
Number of respondents	1016	1316	1899	1032	3218	428	1487	1524	1523

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH DISABILITIES BY DISABILITY CATEGORIES (Concluded)

Subgroups Referenced, and Table Number(s)	Total	Primary Disability Category: Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthoped-ically Impaired	Other Health Impaired	Multiply Handi-capped	Deaf/ Blind
Table 26: Percentage in schools with life skills programs that served students who were:*												
Mildly learning handicapped	81.2	82.5	81.3	82.2	80.4	66.0	81.3	57.7	78.8	70.0	72.8	25.4
	(1.2)	(1.9)	(2.5)	(2.8)	(1.9)	(3.4)	(3.1)	(3.1)	(3.1)	(4.0)	(3.8)	(6.7)
Severely impaired	34.0	26.3	33.6	41.4	48.4	41.3	36.3	39.1	57.3	42.8	72.3	46.8
	(1.5)	(2.2)	(3.0)	(3.6)	(2.4)	(3.5)	(3.9)	(3.1)	(3.7)	(4.3)	(3.8)	(7.7)
Sensorily or physically impaired	42.0	39.5	43.6	44.0	41.6	65.8	57.0	80.5	69.7	46.1	61.9	93.8
	(1.5)	(2.5)	(3.2)	(3.6)	(2.3)	(3.4)	(4.0)	(2.5)	(3.4)	(4.4)	(4.1)	(3.8)
Number of respondents	5771	829	490	414	792	655	501	700	525	293	496	76
Table 36: Percentage of youth that had:**												
Any graded classes	87.3	93.9	89.3	94.0	73.4	86.0	96.1	88.2	78.0	87.0	41.5	21.9
	(1.0)	(1.2)	(1.9)	(1.8)	(2.0)	(2.7)	(1.5)	(2.0)	(3.2)	(3.0)	(4.1)	(6.9)
Graded regular education classes	77.1	88.1	72.7	86.4	58.3	61.2	84.1	40.1	55.2	71.7	20.3	7.2
	(1.3)	(1.6)	(2.8)	(2.6)	(2.2)	(3.8)	(2.9)	(3.1)	(3.8)	(4.0)	(3.4)	(4.3)
Graded special education classes	69.1	71.9	69.6	41.2	69.6	50.1	67.2	78.1	59.7	52.8	37.3	21.3
	(1.4)	(2.3)	(2.9)	(3.7)	(2.1)	(3.9)	(3.7)	(2.6)	(3.7)	(4.4)	(4.1)	(6.8)
Number of respondents	5787	838	516	385	882	565	530	692	508	293	512	66
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	56.9	55.8	54.7	64.1	58.5	62.8	60.3	52.3	60.3	70.5	58.2	36.0
	(1.6)	(2.6)	(3.2)	(3.8)	(2.2)	(3.8)	(3.9)	(3.2)	(3.9)	(4.2)	(4.1)	(7.8)
Number of respondents	5592	795	488	344	872	557	516	682	475	267	527	69
Tables 28, 37, 40 and 41: Percentage of youth who were:***												
In secondary school	64.6	66.8	58.6	73.3	60.9	65.9	65.7	56.8	62.0	69.5	64.9	49.5
	(1.2)	(2.0)	(2.5)	(2.7)	(1.9)	(3.0)	(3.1)	(2.7)	(3.1)	(3.2)	(3.4)	(6.8)
Out of secondary school a year or less	18.1	16.4	22.0	15.7	21.0	17.4	16.5	20.9	22.0	13.5	14.8	15.7
	(1.0)	(1.6)	(2.1)	(2.2)	(1.6)	(2.4)	(2.4)	(2.2)	(2.6)	(2.4)	(2.5)	(4.9)
Out of secondary school 1-2 years	17.3	16.8	19.3	11.0	18.1	16.7	17.8	22.3	16.0	17.0	20.3	34.8
	(1.0)	(1.6)	(2.0)	(1.9)	(1.5)	(2.3)	(2.5)	(2.3)	(2.3)	(2.6)	(2.8)	(6.5)
Number of respondents	8278	1169	761	576	1188	867	759	909	748	467	735	99

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Subgroups Referenced, and Table Number(s)	Community			Gender		Age in 1987			School Status		
	Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or Older	In-School	Out 1 Year or less	Out 1 - 2 Years
Table 26: Percentage in schools with life skills programs that served students who were:*											
Mildly learning handicapped	74.4	84.6	84.9	80.6	82.6	81.2	80.6	82.0	80.2	81.2	86.4
	(2.8)	(2.0)	(1.9)	(1.5)	(2.1)	(2.3)	(2.0)	(1.9)	(1.6)	(2.4)	(2.6)
Severely impaired	32.3	25.4	42.7	32.8	36.8	30.9	34.7	37.0	33.4	34.7	36.6
	(3.0)	(2.4)	(2.6)	(1.8)	(2.6)	(2.8)	(2.4)	(2.4)	(1.9)	(3.0)	(3.7)
Sensorily or physically impaired	39.2	43.9	41.3	41.0	44.1	41.6	41.0	43.9	41.4	41.8	45.7
	(3.1)	(2.7)	(2.6)	(1.9)	(2.7)	(2.9)	(2.5)	(2.4)	(2.0)	(3.1)	(3.8)
Number of respondents	1759	1747	1123	3560	2201	1575	2031	2165	3622	1239	859
Table 36: Percentage of youth that had:**											
Any graded classes	90.0	87.3	90.7	88.0	85.7	89.1	90.5	80.5	88.7	83.6	86.9
	(1.9)	(1.8)	(1.5)	(1.2)	(1.9)	(1.9)	(1.5)	(1.9)	(1.3)	(2.4)	(2.5)
Graded regular education classes	70.2	80.7	85.4	78.1	74.8	77.4	82.2	69.3	78.5	71.8	78.8
	(2.9)	(2.2)	(1.9)	(1.6)	(2.3)	(2.5)	(1.9)	(2.2)	(1.7)	(2.9)	(3.0)
Graded special education classes	73.7	69.3	71.2	70.8	65.5	69.8	71.0	65.6	70.1	64.3	71.6
	(2.8)	(2.5)	(2.4)	(1.7)	(2.6)	(2.8)	(2.3)	(2.3)	(1.8)	(3.1)	(3.3)
Number of respondents	1730	1733	1083	3538	2239	1558	2054	2175	3586	1189	945
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	61.9	54.6	56.7	56.0	58.8	49.3	59.1	62.4	55.7	62.2	56.0
	(3.2)	(2.8)	(2.6)	(1.9)	(2.7)	(3.1)	(2.5)	(2.4)	(2.1)	(3.1)	(3.6)
Number of respondents	1677	1609	1072	3390	2189	1441	1975	2176	3396	1181	960
Tables 28, 37, 40 and 41: Percentage of youth who were:***											
In secondary school	68.3	66.0	66.0	64.2	65.7	91.8	73.7	21.6	100	0.0	0.0
	(2.5)	(2.3)	(2.2)	(1.5)	(2.1)	(1.4)	(1.9)	(1.6)	(0.0)	(0.0)	(0.0)
Out of secondary school a year or less	18.0	19.3	18.4	18.2	17.8	5.2	16.3	35.2	0.0	100	0.0
	(2.1)	(1.9)	(1.8)	(1.2)	(1.7)	(1.1)	(1.6)	(1.9)	(0.0)	(0.0)	(0.0)
Out of secondary school 1-2 years	13.7	14.7	15.6	17.6	16.5	3.0	10.0	43.2	0.0	0.0	100
	(1.8)	(1.7)	(1.7)	(1.2)	(1.7)	(0.9)	(1.3)	(2.0)	(0.0)	(0.0)	(0.0)
Number of respondents	2501	2209	1421	5056	3208	2204	2750	3324	4929	1644	1705

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH DISABILITIES BY INDIVIDUAL CHARACTERISTICS (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	80.4	78.1	80.3	76.1	81.7	75.9	78.4	82.0	78.9
	(2.9)	(2.7)	(2.2)	(3.2)	(1.6)	(5.9)	(2.4)	(2.3)	(2.8)
Severely impaired	32.4	34.2	31.8	30.1	35.0	34.0	32.0	32.9	35.0
	(3.4)	(3.1)	(2.6)	(3.5)	(2.0)	(6.6)	(2.7)	(2.8)	(3.3)
Sensorily or physically impaired	35.8	40.0	45.1	37.1	41.5	41.3	37.0	41.6	46.3
	(3.5)	(3.2)	(2.8)	(3.7)	(2.0)	(6.8)	(2.8)	(3.0)	(3.5)
Number of respondents	1039	1343	1930	1051	3262	446	1522	1561	1533
Table 36: Percentage of youth that had:**									
Any graded classes	87.6	89.4	88.8	88.4	89.1	76.6	86.8	91.6	85.6
	(2.4)	(2.0)	(1.8)	(2.4)	(1.3)	(6.1)	(2.0)	(1.7)	(2.5)
Graded regular education classes	71.7	79.2	80.3	71.0	80.3	63.6	74.5	81.8	73.7
	(3.3)	(2.7)	(2.3)	(3.5)	(1.7)	(6.9)	(2.6)	(2.4)	(3.1)
Graded special education classes	76.7	71.2	61.8	76.2	68.6	57.4	73.7	71.5	60.0
	(3.1)	(3.0)	(2.8)	(3.2)	(2.0)	(7.1)	(2.6)	(2.8)	(3.5)
Number of respondents	996	1282	1835	1043	3085	419	1437	1505	1455
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	59.9	58.5	56.8	65.5	55.8	69.4	60.1	57.2	60.2
	(3.7)	(3.3)	(2.9)	(3.7)	(2.1)	(6.8)	(3.0)	(3.1)	(3.5)
Number of respondents	949	1228	1763	1009	2945	392	1377	1441	1397
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	67.2	68.2	69.3	68.1	66.3	73.2	67.4	68.9	70.2
	(2.7)	(2.5)	(2.2)	(2.8)	(1.6)	(4.8)	(2.2)	(2.3)	(2.7)
Out of secondary school a year or less	16.5	16.0	17.7	16.5	17.9	9.8	15.8	16.8	17.3
	(2.2)	(2.0)	(1.8)	(2.2)	(1.3)	(3.2)	(1.7)	(1.9)	(2.2)
Out of secondary school 1-2 years	16.3	15.9	13.0	15.3	15.8	17.0	16.8	14.3	12.5
	(2.2)	(2.0)	(1.6)	(2.2)	(1.3)	(4.1)	(1.8)	(1.8)	(1.9)
Number of respondents	1584	1931	2656	1692	4481	731	2266	2254	2130

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

SRI International
333 Ravenswood Avenue
Menlo Park, California 94025-3493
(415) 326-6200
TWX: 910-373-2046
Telex: 334486
FAX: (415) 326-5512

Printed in U.S.A.

M • V1 • 967 • 100 • 525 • 90

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991